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The Canadian Elections and Reciprocity

The liberal government of the Dominion of Canada found it necessary or advisable to "appeal to the people" on the issue of reciprocity with the United States. The eleventh parliament of Canada was dissolved on July 29, and general elections were fixed for September 21. The reader already knows the result of these elections and the decision of the Canadian people on the question submitted to them, but a review of the antecedent events is not out of place here.

What rendered the elections advisable from the standpoint of the government was the obstructive tactics of the opposition. It appears that "closure" is unknown in the Dominion parliament in connection with certain forms of legislation, and that the majority is at the mercy of the minority. The reciprocity resolutions were debated for months, but the government had no means, even after the United States had passed the reciprocity bill, to force a vote on the counterpart in the Canadian commons.

It was made plain, however, that the government was not really averse to dissolution, though the eleventh parliament had had only three sessions, instead of the customary four or the legal five. This was because it was deemed advantageous to remit the issue to the people. The election, in other words, was a sort of referendum on reciprocity with the United States. The farmers, the free traders and

strong liberals were known to favor reciprocity, but the strength of the opposition could not be accurately determined, and this chiefly because other than economic considerations befogged and complicated the issue. The "annexation" cry affected certain elements, although for any Canadian to say that reciprocity would lead to annexation of their country by the United States was to admit tacitly that reciprocity would prove beneficial to Canada. The annexation cry was an appeal to nationalism, imperialism, loyalty, and was intended particularly for those who believe in imperial federation and a customs union with England.

There were secondary issues in the campaign—the right of the developing West to more adequate representation in parliament, the need of a census, reapportionment and redistribution of seats, and alleged "graft" or corruption in some departments of the government. Thus the "referendum" was not really a referendum in the proper sense of the term, but there can be no doubt that the voters regarded reciprocity, with its possible consequences, as the paramount issue.

The new or twelfth parliament will meet in October for a special session.



The New Anglo-Japanese Treaty

The treaty between England and Japan has been revised and expanded. In its present form it will remain in force ten years. The revision effected no change in the substantive provisions of the treaty. It applies to the Far Eastern interests of the contracting powers, as did the older ones, and provides for a defensive alliance in the event of an unprovoked attack or aggressive action on the part of any power causing either of the parties to become involved in war in defense of its territory or interests in the sphere specified.

Under the old treaty, had Japan gone to war with the United States over some Far Eastern question, and that

war could be regarded as defensive, England would have been compelled and bound by honor to fight on the side of her ally. This, obviously, created an obstacle to the unlimited treaty of arbitration, which was then pending between ourselves and England. It was through the desire to remove this obstacle to make the treaty of arbitration possible, that Japan very gladly accepted a modification of the treaty. A section of the revised treaty reads thus:

"Should either high contracting party conclude a treaty of general arbitration with a third Power it is agreed that nothing in this agreement shall entail upon such contracting party an obligation to go to war with the Power with whom such treaty is in force."

It is manifest to unprejudiced eyes that if Japan feared or contemplated war with the United States, or even regarded such a war as likely in the near future because of certain alleged vital issues, she would not so readily have acquiesced in the British proposal to modify the treaty in our favor. As a matter of fact, in spite of excitable militarists and amateur strategists, who at certain intervals raise a hue and cry against Japan, and warn us that a conflict is "coming" over immigration, the open door in China, the mastery of the Pacific, and so on, nothing is more remote than trouble between us and Japan. Admiral Togo, on his visit to the United States, called the American people the brilliant preceptors and best friends of Japan. This may be the language of courtesy and diplomacy, but the truth is that, except in a few states where Japanese immigration is deemed a menace, there is general respect and admiration in America for Japan. The Anglo-Japanese alliance is not resented by Americans, but rather viewed favorably as a guaranty of peace in the Far East. In Canada, likewise, the apprehension as to the effects of this alliance has been dispelled.



The "Unlimited" Arbitration Treaties

The full text of the peace and arbitration treaties signed on August 3 on behalf of the United States, England and

Germany was published a few days later in order to elicit general comment and discussion. There were those who found the agreements "an anti-climax" after the claims that had been made, and there were others, "doubting Thomases," or opponents of unlimited arbitration, who stated that they were "reassured" and ready to withdraw their objects, since the treaties were not really "radical." But to the majority of enlightened men, it was plain that the treaties were decidedly radical and "epoch-making." They did not undertake the impossible, and there was in them no absolute guaranty of arbitration of every question that might arise between the contracting parties. This, however, was not surprising. It is true that not all international disputes are in fact arbitrable. The United States would not arbitrate the Monroe Doctrine; England would not arbitrate her Egyptian occupation; Germany would not arbitrate her right to the provinces of Alsace and Lorraine; France would not arbitrate her "special interest" in Morocco. If, further, Morocco were to be divided, as some powers plan, arbitration would not be resorted to in order to determine the number of slices or the respective claims of the impatient "legatees."

But most of the disputes that arise between nations admit of arbitration. The new treaties are unprecedented and unique in that they do not at the outset exclude expressly or otherwise questions of "vital interest, honor or sovereignty." The underlying assumption of these treaties is that any question *may* lend itself to arbitration and that it is right and sane to attempt it. The treaties set no limits, but they do not provide for compulsory arbitration. Failure is possible under them, but much is done to prevent failure, to remove obstacles, to eliminate passion, hysteria, jingo provocation, rash patriotism.

In brief, the essential provisions of the treaties are as follows:

"All differences internationally justiciable shall be submitted

to The Hague, unless by special agreement some other tribunal is created or selected.

"Differences that either country thinks are not justiciable shall be referred to a commission of inquiry, composed of representatives of the two Governments, empowered to make recommendations for their settlement. Should the commission decide that the dispute should be arbitrated such decision will be binding.

"Before arbitration is resorted to, even in cases where both countries agree that the difference is susceptible of arbitration, the commission of inquiry shall investigate the dispute with a view of recommending a settlement without arbitration.

"The commission at the request of either Government will delay its findings one year to give an opportunity for diplomatic settlement.

"The Senate will ratify the terms of submission of each dispute to arbitration."

In the Senate opposition has developed, and the treaties have been very materially amended. The provision that a joint commission shall decide whether disputes are arbitrable, if the contracting parties disagree, is among the important features eliminated by the Senate committee on foreign relations. The argument is that the provision violated the prerogatives of the Senate as part of the treaty-making power and virtually established compulsory arbitration in certain cases. There are other objections to the treaties, and further changes will be attempted. Delay is unavoidable, although public sentiment is with the President and favors ratification of the treaties as signed. The alleged dangers and encroachments certainly seem imaginary, and a simple change of the wording of one clause would suffice to make it plain that no arbitration without the sanction and approval of the Senate is intended.



The End of the Constitutional Struggle in England

On August 10 the "revolutionary" bill which deprived the House of Lords of their absolute veto and formally "robbed" it of the right or privilege of revising or rejecting finance or money bills was accepted by that house. The constitutional crisis came to an end. The Commons triumphed. The peers bowed to fate, or to the spirit of the

age, or to democracy, and recognized that their place in the government scheme had become subordinate, modest and relatively unimportant. The "old" House of Lords was "ended."

For months the controversy had raged over the character of the liberal anti-veto bill, and the tory or unionist peers had protested that they would not surrender. The liberal government, backed by its solid and adequate majority of 120 in the Commons, had declared again and again that compromise was impossible, and that the lords must either pass the anti-veto bill or see their chamber "swamped" and "packed" by new peers created for the special purpose of passing the measure. Finally, Premier Asquith had to announce—with the consent of the king—that he had long before secured the pledge of the crown for the creation of liberal peers in numbers sufficient to overcome the tory majority in the upper house. This announcement made a profound impression and convinced the official tory leaders that further resistance was useless, even worse than useless. The creation of hundreds of liberal peers, they saw and argued, would enable the liberals to rush or jam through other radical and contentious measures—including an Irish home rule bill—in addition to the anti-veto bill, for it would give them control of the upper as well as the popular branch of parliament. A section of the tory party, however, defied the leaders, cried "treason" and advocated fighting to the last ditch and forcing the king and the ministry to create peers by the hundred. There was no logic in their position. On the final division the number of these "last ditchers" or irreconcilables was 114, but the government, with the aid of a small section of the more sagacious members of opposition, defeated them. The majority of the tory lords abstained from voting and "washed their hands of the whole affair." Their passive acquiescence made the government's victory possible without the creation of new peers.

The lords still have considerable power over legislation other than fiscal. They can amend bills, debate them at length, delay action for a period not exceeding two years, prevent "snap judgments" and "leaps in the dark." But they cannot finally veto any bill which the commons, representing the electors, are determined to pass, showing this determination by passing the measure three times at as many sessions within two years.

This action, momentous as it is, does not settle the whole question of the lords. It is agreed on all sides that their chamber needs to be modernized, reorganized, reduced in size, made at least in part elective and amenable to the people. The tories have tentatively put forth their program of upper-house "mending," the liberals have promised to present an alternative program. Perhaps a reformed and modernized second chamber will recover prestige and even power; the whole question of second chambers, their necessity and function, is under discussion in England, and certainly a representative, responsive body has claims which cannot in this day be patiently entertained when made by a privileged, hereditary, irresponsible, intensely partisan chamber.

Throughout the struggle the king acted "constitutionally," taking the advice of the ministers, recognizing the popular mandate as given at the general election and keeping the throne out of partisan politics. The monarchy has not suffered in England as a result of the futile fight of the peers for their ancient but unfair privileges.



City versus Country Again

Another and fuller census bulletin dealing with the distribution of population has been issued, and it emphasizes the fact that the drift toward urban and suburban areas has been very marked of late. "Are we fast becoming an urban people?" is the question suggested by the bulletin.

In 1900 40.5 per cent of the population lived in

cities and towns; in 1910 the percentage was 46.3. Nearly 43,000,000 Americans and immigrants who expect to become naturalized live in cities and towns of over 2,500 population. During the decade covered by the census the rural population gained only 11.1 per cent, while the urban population gained nearly 40 per cent. How the urban population is distributed now the following table shows in detail:

Places of—	Number of places 1910	Pct. of total population	
		Population 1910	1910
1,000,000 or more.....	3	8,501,174	9.2
500,000 to 1,000,000.....	5	3,010,667	3.3
250,000 to 500,000.....	11	3,949,839	4.3
100,000 to 250,000.....	31	4,840,458	5.3
50,000 to 100,000.....	59	4,178,915	4.5
25,000 to 50,000.....	120	4,062,763	4.4
10,000 to 25,000.....	374	5,609,208	6.1
5,000 to 10,000.....	629	4,364,703	4.7
2,500 to 5,000.....	1,173	4,105,656	4.5
Rural territory.....	49,348,883	53.7

In seven states the rural population has actually decreased, while there is not a single state or territory in which the urban population has not gained at least 10 per cent. These facts are of the utmost consequence. They bear on our food supply, on our exports of farm products, on unemployment in cities, on congestion and all its physical and moral concomitants.

No doubt immigration is a great factor in the situation, for it is notorious that relatively few aliens seek the country; even the agricultural laborers and skilled farmers of Italy and Greece remaining in the cities and depending on factory labor, street cleaning and casual work. How to distribute them better, give them land to till and prevent the overcrowding of the industrial labor market, has long been recognized as a most difficult problem.

As regards native Americans, there is need of a back-to-the-farm movement as well as of a movement for the amelioration of rural living conditions. Scientific agricul-

ture, social life, the introduction of music and other arts are counted on to check the drift of the young to the great cities. Toil and monotony are still to a needlessly high degree the lot of the "isolated" farmer. Co-operation and organization should do away with these drawbacks to a life otherwise free, attractive, healthy and inspiring.



Barbarism in America

The lynching problem is a serious one in its simplest terms. No civilized nation can tolerate mob rule and contempt of due processes of law and justice, and any lynching is murder under another name. But the lynching problem is doubly grave with us in view of recent atrocities—cases of mob frenzy and brutality that disgrace the United States and suggest danger of the rebarbarization of many communities. The lynching of a negro thug and murderer at Coatesville, a manufacturing town of over 12,000 population, not far from Philadelphia, surpassed in fiendishness and savagery anything recorded theretofore in the South or North. The burning of a fatally wounded man chained to a hospital cot by men and boys—this was a demonstration of inhumanity that caused the whole nation to hang its head in shame and apprehension.

As has been said in many comments, what happened in a Pennsylvania town that was once almost part of a center of abolitionist agitation against negro slavery may happen anywhere in the east or north. No longer is lynching confined to one section; no longer can the excuse be advanced that only one particularly monstrous crime of the black desperado begets lynching; no longer is lynching merely an execution of a criminal by an orderly and determined mob that otherwise displays no signs of depravity. The evil grows more and more familiar and its forms are apt to grow more and more horrible and atrocious. Race hatred, blind passion, the spirit of retaliation and the gratification of the bloodthirsty instinct of the beast in man threaten to make

lynchings veritable orgies of frenzied savagery. In every city there are Hooligans and roughs; in every city there are reckless, brutal men who know no restraint and no law. What is to prevent repetitions of the Coatesville horror?

Indictment, trial and condign punishment of the lynch-ers' leaders are the first obvious duty. There should be no sympathy and no weakness in dealing with barbarism. Even where public sentiment and official courage make this possible—which is rarely, it must be admitted, the case—occasional examples and lessons may be forgotten, but it is impossible to deny the cumulative deterrent effect of indictments and adequate penalties for lynching. Above all, however, moral education, enforcement of law in an earnest spirit, the cultivation of a general sentiment against all illegal, extra-legal and arbitrary acts should be insisted on as the means of our moral security and advance.



Statehood and the Judicial Recall

President Taft vetoed the original resolution admitting Arizona and New Mexico into the "sisterhood of States" on account of the sweeping and drastic "recall" provision in the Arizona constitution—a provision which extends to the judiciary. The President does not object to the recall in the case of political officers—legislators, executives, etc.—because such officers are elected by majorities or even pluralities and carry out the views of parties, majorities and pluralities. Judges, on the other hand, are interpreters of the law according to precedent and established principles of construction, and are supposed to be above and outside parties, to serve all the people, not majorities. Judicial independence, all admit, is essential to the sound, fair administration of justice, and a judge who should consider political or partisan or class interests would be a menace and usurper. The question, therefore, is: Would the recall in the case of judges operate to make them servile, timid, time-serving, demagogical? President Taft answers in the affirmative. He described the recall as a weapon of legal terrorism. He

explained that he could not stultify himself and sign a measure which in any way recognized or encouraged that proposal.

Since Congress has passed another resolution for the admission of the two territories, making the elimination of the Arizona recall a fundamental condition of such admission, the probability or moral certainty at this writing is that the contentious feature will be voted out of the proposed constitution and admission brought about. Once a state, Arizona will be free to vote the recall in again, as Oregon has voted it in and as California is seeking to vote it into her constitution. The opponents of the recall believe, however, that further discussion of the question, in the light of what many progressives have said, may influence a majority of Arizona voters sufficiently to prevent the adoption of the recall even after admission.

The advocates and supporters of the idea are not at all apprehensive. They say that the President made a mistake, that he had no moral right to dictate to Arizona, and that his whole argument was purely theoretical. Whatever the law may say, they urge, in practice judges have been biased, partisan, class-conscious, corporation-ridden; laws are annulled because they are progressive and liberal, and all sorts of technicalities are used and abused to protect vested wrongs. Just, independent judges have nothing to fear from the recall, as the people respect integrity and courage; only unfit and reactionary judges would ever feel the prod—and they ought to feel it. Thus the controversy rages in the press and on the platform. It is clear that some states are about to try the recall "all along the line," and thus actual experience may in the course of a few years show the real, general and natural effects of the new idea.



Congress, the President and "Politics."

The special session of Congress which was called in April to deal with the question of reciprocity with Canada

ended on August 12. The Democrats were in control of the House; the Democrats and the insurgent or progressive Republicans were, for a time, in control of the Senate. The situation was such that, human nature and politics being what they are, lively contention and disagreement were inevitable. As readers know, reciprocity was ratified by the Democrats and "regular" Republicans against the protests and efforts of the majority of the insurgents, and the latter unquestionably have lost prestige and ground on account of their course. On the other hand, the Democrats, acting on the belief that the country was in favor of immediate revision of the tariff downward, undertook to revise a number of schedules without waiting for the data expected from the tariff board created by the existing tariff law. With the aid of insurgents, and in one instance of the regular or "stand-pat" Republicans, they succeeded in carrying through both Houses a wool and woolens bill, a farmers' free list bill—designed to "compensate" the agricultural industry for the alleged injuries of reciprocity—and a cotton bill, the last-named incidentally reducing iron and steel duties, duties on chemicals and many other duties. The President deemed it his duty, under his personal pledges as well as under the platform of his party, to veto all of these bills. He realized the danger of such action in a political sense, but he felt that he had no honest alternative. He had approved the unsatisfactory Payne-Aldrich tariff, in spite of schedules and rates he held to be excessive and even "indefensible," but at that time no independent, nonpartisan, trustworthy tariff board was in existence to gather information, apply tariff tests and recommend changes based on accepted principles. Tariff-making by guesswork and log-rolling had been the practice for decades, and the President felt that the Aldrich bill was at any rate an improvement on the tariff act it displaced. But now the tariff board is functioning and no one has attacked its fitness or its fairness.

In harmony with congressional resolution it was in-

structed to submit a report on the wool schedule early in December, and reports on other important schedules needing revision will follow at intervals without any unnecessary delay. The President saw no emergency or exigency which dictated revision "in the dark" in August when revision in the light of a proper, business-like investigation of conditions of production, labor, marketing, etc., was assured in December. In his judgment regard for industry, stability, wages and the public welfare demanded the short delay involved in the vetoing of the Democratic tariff bills.

Opinions differ as to the wisdom and popularity of his action. There are many partisan and other predictions. To the bystander it seems clear that everything will depend on the work of the next regular session of Congress. The tariff in its broader aspects will always be a party issue. The difference between protective duties and revenue duties is fundamental. But charges of insincerity, of double-dealing, of subserviency to "interests" and "privilege" will not survive an honest, diligent, systematic attempt, at the next session, to revise the wool, cotton, steel and other schedules. The tariff board will report; the President will urge speedy revision in accordance with the report; all parties in Congress will have the opportunity of co-operating in the enactment of defensible, abundantly backed, revision bills. Failure to revise next winter and spring will seriously injure the party in power, but success, with the Democratic House aiding and contributing, will eliminate the issue now seen in the recent vetoes and will raise the presidential campaign of 1912 to a higher plane.

Aside from the tariff bills, all parties worked for a strengthened publicity and anti-corruption act applicable to elections of senators and representatives, for statehood, for congressional reapportionment, for direct election of senators. On the last-named question agreement proved impossible, and further negotiation and labor will be necessary, but the record of the session on the other matters named is admitted to be creditable. The new act against corruption, im-

proper influence and secrecy in congressional elections is comprehensive and advanced, and it is one of the best signs of the reaction against waste, graft and bribery in elections.



A Child Welfare Exhibit

Last winter in New York City and last spring in Chicago and Minneapolis a "Child Welfare" exhibition was held under the auspices of social workers and humanitarians for the purpose of showing what has been done in recent years for the promotion of child health—physical and mental—and child morals and development, as well as of giving "a vivid and comprehensive picture of child life" in great, busy, congested cities.

It is frequently said that ours is the century of the child. We study childhood scientifically and rationally; we realize that reform not only begins in the home, but in the nursery or cradle; we see that to neglect childhood is to breed disease, delinquency, poverty, inefficiency. What we have done to improve the conditions and prospects of children is, however, only a beginning. What remains to be done is what the Exhibition is designed to teach and illustrate. To quote from the circular of the organizers:

The plan of the exhibit is to take the interests of city children as their parents and the city provide for them, and consider them under the following headings: "Homes," "Schools," "Libraries and Museums," "Work and Wages," "Recreation," "Streets," "Health," "Laws," and also the interests of children in the city as provided for by benevolence, and consider them under the following headings: "Settlements," "Associations," "Churches," "Public and Private Philanthropy."

In each of these divisions, a committee has been formed to present the things done for children and to show the things not done for them.

Photographs, drawings, plans, charts, legends, tableaux, etc., bring home the bright as well as the dark and seamy side of child life. Some of the object lessons, illustrating the wages of sin, ignorance and destitution as reflected in child death and child decay, are very painful. But, on the other hand, the exhibit has much that is inspiring and de-

lightful—athletic drill, apparatus work of school children, children's choruses and games, boy scouts and boys' bands. What has been done to bring performances by boy and girl dramatic societies, health, joy and proper education of hand, mind and heart to thousands of children can be done for hundreds of thousands, given public interest, more generous appropriations and more or better coöperation.

An important feature of the exhibit is discussion, at conferences and lectures, of the problems of child life, training, play, etc., as well of the education of teachers called upon to deal with children and guide them toward manhood and womanhood. The exhibit is so extensive and costly that it cannot be made a traveling and moving one, although several cities are to have it. Some of its features, at least, should be brought before the smaller cities of the country. The literature of the exhibit, of course, is available to friends of children everywhere.

Notes

INSPECTION OF RESTAURANTS

Some of the southern cities, Jacksonville and Savannah and Charleston, are of the opinion that the welfare of many people is intimately affected by the conditions of the restaurants and they are instituting inspections. Jacksonville has carried out this service to its citizens by means of a score card. The city health officer said last winter :

"During September last I advised the enclosed score card system and since that time eating houses have been scored once a month, except private boarding houses. Since the city has inaugurated this system the average score of all places has been raised 22 per cent.

"The scoring is always done by the same inspector and a carbon copy of each score is left with the proprietor, with the understanding that these scores are to be published once a month. Each month the number of these in the 85 per cent class has increased, there being at the present time nearly twice as many in this class as when the first scores were made.

"We find it a very successful plan. Each detail in the score card is carefully explained to the proprietors and when they see by making certain changes in methods and equipment they can better their score the larger of them are willing to go to considerable

trouble to do so. It is fair to all alike and has met with the almost universal approval of the proprietors themselves."

The score card itself is an interesting exhibit. The inspections are made under the head of Kitchen, Ice Box, Attendants, Pantry (or storeroom), Methods of Washing Dishes, etc., Dining Room and Surroundings. The following are the perfect scores allowed for the kitchen: General cleanliness of room and furniture, 3; clean sink, 2; clean dish pans, mops, towels, 3; cleanness of cook and assistants, 4; washable suits for cook and assistants, 2; all utensils, clean and protected from contamination, 2; windows and doors effectively screened, 4; absence of flies, roaches, etc., 4.

A total of 23 points is allotted to the ice box, 12 points to cleanliness of attendants, cooks, etc., 8 to the pantry or storeroom, 16 to the methods of washing dishes and manner of keeping raw foods, 9 points to the dining room, emphasizing the keeping of it free from flies by screening, and 8 to the surroundings, including garbage cans, plumbing, etc.

If a score card is below 50 the place is considered very poorly kept, and if any place is particularly filthy in any respect, no matter how well the rest is kept, a total score over 49 is not allowed. Any restaurant with a score of 85 or better is considered especially well kept and due credit is given in the published scores.

SMALL HOLDINGS

A statistical statement concerning the progress of the Small Holdings movement up to December 31, 1910, was submitted in March to the House of Commons by the Parliamentary Secretary to the Board of Agriculture. The summarized results show that the number of applications received in England and Wales has been 30,886; the number of applications provisionally approved, 15,368; the quantity of land acquired or agreed to be acquired, 89,253 acres; the number of applicants provided for by the council, 6,300, by private land owners, 2,120; and the number of acres still required to provide for applicants is 127,256.



II. The Novel*

By Benjamin A. Heydrick

THE preceding paper in this series, dealing with the American people and their homes, was in the main a study in still life. In this article we are to see Americans in action, in business and politics, and to learn if we may, what standards, what ideals prevail among us.

A characteristic feature of our industrial life is the factory. The life of the workers, within and without its walls, has been described by Mary Wilkins-Freeman in *The Portion of Labor*. The six o'clock whistle has blown, and the workers in Lloyd's shoe factory are passing out, tired at the end of the day:

"Girls and women in dingy skirts and bagging blouses, with coarse hair strained into hard knots of exigency from patient or sullen faces, according to their method of bearing their lots; all of them rank with the smell of leather, their coarse hands stained with it, swinging their poor little worn bags which had held their dinners."

If this picture is faithful it may be that we are paying a rather high price for our cheap goods, or rather that others are paying it for us. Edith Wharton in *The Fruit of the Tree*, a story of a New England cotton mill, describes an accident in the carding room, as reported by the foreman:

*This is the second of this series of articles on American Life as portrayed in American letters since 1870. The first instalment on "The Novel" appeared in THE CHAUTAUQUAN for September, 1911.

"His 'card' stopped suddenly, and he put his hand behind him to get a tool he needed. . . . He reached back a little too far, and the card behind him caught his hand in its million of diamond-pointed wires. . . . He will lose his hand, and probably the whole arm. . . . The cards are so close to each other that even the old hands run narrow risks, and it takes the cleverest operative some time to learn that he must calculate every movement to a fraction of an inch.'

'But why do they crowd the rooms in that way?'

'To get the maximum of profit out of the minimum of floor space. It costs more to increase the floor-space than to maim an operative now and then.'

After such "accidents," what of the workman? Upton Sinclair shows us such a case in *The Jungle*. A stockyard laborer who had been hurt goes back after a long illness, to find his place gone. Day after day he stands at the gate with hundreds of others, only to be turned away. When he first came there he had been hired at once; he was strong then. "But they had taken the best of him; with their speeding-up and their carelessness they had worn him out, and now he is thrown aside."

Even the children are drawn into the great machine. Little Stanislovas, a boy of fourteen, taught to say "sixtin" when asked his age, is shown how to place an empty lard can in position, and how to take it away when it is filled.

"And so was decided the place in the universe of little Stanislovas. Hour after hour, day after day, year after year, it was fated that he should stand upon a certain square of floor from seven in the morning until noon, and again from half-past twelve till half-past five, making never a motion, and thinking never a thought, save for the setting of lard cans. In summer the stench of the warm lard would be nauseating, and in winter the cans would all but freeze to his naked little fingers in the unheated cellar. Half the

year it would be dark as night when he went in to work, and dark as night again when he came out, and so he would never know what the sun looked like on week-days. And for this, at the end of the week, he would carry home three dollars to his family, being his pay at the rate of five cents per hour—just about his proper share of the total earnings of the million and three-quarters of children who are now engaged in earning their livings in the United States.”—*The Jungle*.

Do these extracts reflect the spirit that animates our industrial life? It is only fair to think of the efforts now being made in many states to change such conditions as these. Employers' liability laws, child-rescue campaigns, speak a determination on the part of Americans to put an end to such things. But to say we are making laws against these evils is to admit that they exist.

When conditions become unbearable, the laborer has but one recourse—the strike. It is a two-edged sword, that wounds the wielder as often as his opponent. A street-car strike is described in Howells's *Hazard of New Fortunes*, a factory strike in *The Portion of Labor*, a strike engineered by a walking delegate in Thomas Nelson Page's *John Marvel, Assistant*. It is the same story in all. Men and women go out resolved not to return until their wrongs are righted. The mills close, the pay stops,—but the rent and the grocers' bills go on. The union helps a little; some families have a trifle in the savings bank. When that is gone, an article of furniture is sold, then clothing, then—what? Shall he go back to work? He dares not. For bitter as is the war of labor against capital, the war of labor against labor is more merciless, more savage still. Mr. Page has described what happens when a “scab” seeks work.

“The next morning at light McNeil walked through the pickets who shivered outside the car-barn, and entered the sheds just as their shouts of derision and anger reached him. ‘I have come to work,’ he said simply. ‘My children

are hungry.' The first car came out that morning, and on the platform stood McNeil, glum and white and grim, with a stout officer behind him. It ran down by the pickets, meeting with jeers and cries of 'Scab! scab!' and a fusillade of stones, but as the hour was early the crowd was a small one, and the car escaped. It was some two hours later when the car reappeared on its return. The news that a scab was running the car had spread rapidly, and the street near the terminus had filled with a crowd wild with rage and furiously bent on mischief. As the car turned into a street it ran into a throng that had been increasing for an hour and now blocked the way. An obstruction placed on the track brought the car to a stop as a roar burst from the crowd and a rush was made for the scab. The officer on the car used his stick with vigor enough, but the time had passed when one officer with only a club could hold back a mob. He was jerked off the platform, thrown down, and trampled underfoot. The car was boarded, and McNeil, fighting like a fury, was dragged out and mauled to death before any other officers arrived. When the police, in force, in answer to a riot call, reached the spot a quarter of an hour later and dispersed the mob, it looked as if the sea had swept over the scene. The car was overturned and stripped to a mere broken shell, and on the ground a hundred paces away, with only a shred of bloody clothing still about it, lay the battered and mutilated trunk of what had been a man, trying to make bread for his children, while a wild cry of hate and joy at the deed raged about the street."—*John Marvel, Assistant.*

Mr. Howells shows how powerless we are in such emergencies. The State Board of Arbitration comes to the city, establishes itself at a prominent hotel, and invites the roads and the strikers to lay the matter in dispute before them.

"But it appeared to work only in the alacrity of the strikers to submit their grievance. The roads were as one road in declaring that there was nothing to arbitrate, and

that they were merely asserting their right to manage their own affairs in their own way. One of the presidents was reported to have told a member of the Board, who personally summoned him, to get out and go about his business. Then, to Fulkerson's extreme disappointment, the august tribunal, acting on behalf of the sovereign people in the interest of peace, declared itself powerless and got out, and would, no doubt, have gone about its business if it had had any."—*Hazard of New Fortunes*.

Mr. Howells goes on to comment:

"What amuses me is to find that in an affair of this kind the roads have rights and the strikers have rights but the public has no rights at all. The roads and the strikers are allowed to fight out a private war in our midst—as thoroughly and precisely a private war as any we despise the Middle Ages for having tolerated, as any street war in Florence or Verona—and to fight it out at our pains and expense, and we stand by like sheep and wait till we get tired."

To prevent strikes some great concerns have sought to fill their factories with foreign labor. Sinclair tells how the meat-packers sent their agents into towns and villages all over Europe to spread reports of high wages in the Chicago stockyards. The Poles came first, then the Lithuanians, and now the Slovaks—each time a lower class of people, more ignorant, nearer the level of the brute, and so fitter for the brutal toil that awaited them. Once here, they discover that the wages which seemed so high to a Lithuanian peasant are barely sufficient to live upon in America, while their ignorance of the language and customs make them an easy prey to swindlers. If this is true, may there not be some analogy between our great ocean liners, with their crowded steerage, and the slave ships of former times? Brilliant posters and deceiving circulars take the place of copper wire and beads, but the poor alien is lured into a slavery no less cruel.

The railroad has received its share of attention from

our novelists. In *The Octopus*, Frank Norris shows how a railroad may control the whole industrial life of a state. The great wheat growers make money or lose it as the railroad dictates. And its methods are peculiar. Let a single instance suffice. A farmer comes to the station where some plows, consigned to him, have just arrived. But he cannot get them, the agent explains, since according to the regulations freight coming from the East must first go to a common point and be re-shipped from there. So the farmer, having already paid the freight from the point of shipment, must pay to send his plows on to San Francisco, and then back again, at a higher rate because it is a short haul—all to get what is already at hand. Is there no appeal? Yes, to the state railroad commission, the members of which are named by the railroad itself, through its control of politics.

We have followed business from the factory to the means of transportation; there is yet another aspect, the great exchanges where products are bought and sold. Of these the most famous is the Chicago wheat pit, which Frank Norris has vividly described.

"A vast inclosure, lighted on either side by great windows of colored glass, the roof supported by thin iron pillars elaborately decorated. To the left were the bulletin blackboards and beyond these, in the northwest angle of the floor, a great railed-in space, where the Western Union Telegraph was installed. To the right, on either side of the room, a row of tables laden with neatly-arranged paper bags half full of samples of grain, stretched along the east wall. . . . Directly opposite the visitors' gallery, high upon the south wall, a great dial was fixed, and on the dial a working hand that indicated the current price of wheat fluctuating with the changes made in the Pit. Just now it stood at ninety-three and three-eighths, the closing quotation of the preceding day. . . . By now the chanting of the messenger boys was an uninterrupted

chorus. From all sides of the building, and in every direction, they crossed and recrossed each other, always running, their hands full of yellow envelopes. From the telephone alcoves came the prolonged, musical rasp of the call bells. In the Western Union booths the keys of the multitude of instruments raged incessantly. Bare-headed young men hurried up to one another, conferred an instant comparing despatches, then separated, darting away at top speed. Men called to each other half-way across the building. . . . In the Wheat Pit the bids, no longer obedient of restraint, began one by one to burst out, like the first isolated shots of a skirmish line. . . . Then suddenly came the single incisive stroke of a great gong. Instantly a tumult was unchained. Arms were flung upward in strenuous gestures, and from above the crowding heads in the Wheat Pit a multitude of hands, eager, the fingers extended, leaped into the air. All articulate expression was lost in the single explosion of sound, as the traders surged downward to the center of the Pit, grabbing each other, struggling toward each other, tramping, stamping, charging through with might and main. Promptly the hand on the great dial above the clock stirred and trembled, and as though driven by the tempest breath of the Pit moved upward through the degrees of its circle. It paused, wavered, stopped at length, and on the instant the hundred of telegraph keys scattered throughout the building began clicking off the news to the whole country from the Atlantic to the Pacific and from Mackinac to Mexico that the Chicago market had made a slight advance and that May wheat, which had closed the day before at ninety-three and three-eighths, had opened that morning at ninety-four and a half."—*The Pit*.

What does it mean, the business that goes on in the wheat pit? An old trader explains:

"'They call it 'buying and selling,' he went on, 'down there in La Salle Street. But it is simply betting. Betting on the condition of the market weeks, even months,

in advance. You bet wheat goes up. I bet it goes down. Those fellows in the Pit don't own the wheat; never see it. . . . They don't care in the least about the grain. But there are thousands upon thousands of farmers out here in Iowa and Kansas or Dakota who do, and hundreds of thousands of poor devils in Europe who care even more than the farmer—I mean the fellows who raise the grain, and the other fellows who eat it. It's life or death for either of them; and right between these two comes the Chicago speculator, who raises or lowers the price out of all reason, for the benefit of his pocket.' ”

Speculation is not confined to wheat. In every city are broker's offices where stocks are bought and sold and trading on margins is carried on. Sometimes, so our novelists report, men of high standing venture on risky transactions of this kind; sometimes politicians find a profit in the stock market through their knowledge of coming events, and always a crowd of little fellows, clerks, and men on small salaries, venture to play the game against the masters, and naturally lose.

Out of business, out of railroads, out of speculation, arises the millionaire. The fullest study of the type in fiction is William Allen White's *A Certain Rich Man*. It is more than a story of a millionaire, it is a study of the growth of a whole community. It shows the millionaire as, in a sense, the product of his environment, the result of the vast material prosperity of our country in recent years. John Barclay, in Mr. White's story, as a boy played the concertina for country dances at \$2 per night. He was shrewd at a horse trade, and gathered dollars in other ways. His first important stroke of business was the organization of the Golden Belt Wheat Company. He persuaded the farmers to lease him their land, persuaded a bank to guarantee dividends to stockholders, and persuaded investors to buy the stock. As it turned out, the bank was ruined by the transaction, and the farmers



Lily Bart in Edith Wharton's "The House of Mirth." A. B. Wenzell
(Courtesy of Charles Scribner's Sons)



Mark Twain



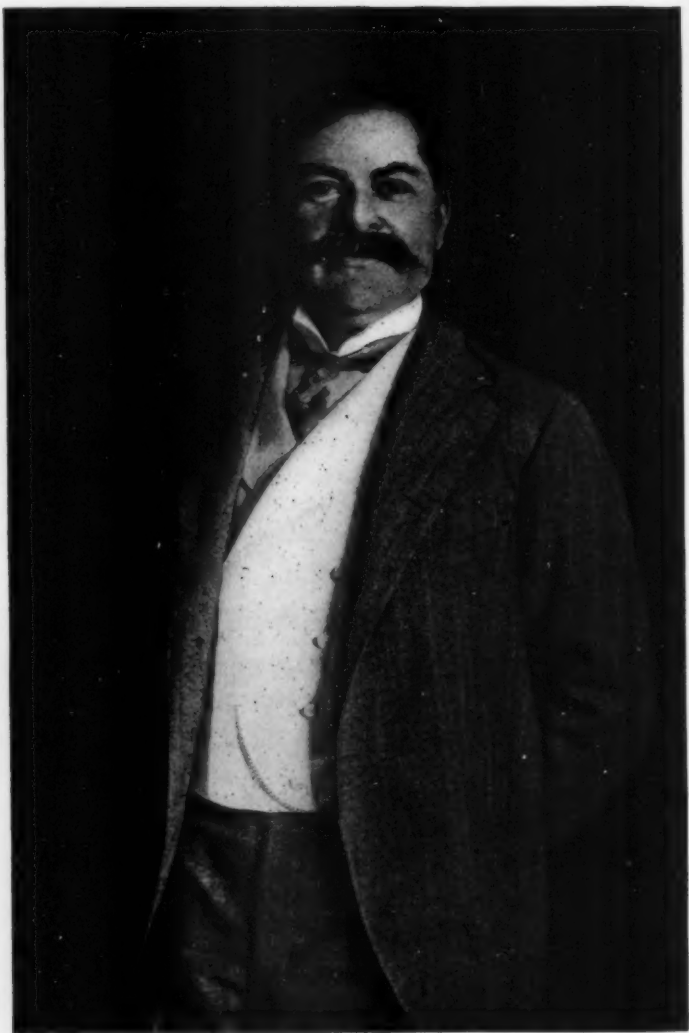
Alfred Henry Lewis



Upton Sinclair



Robert Grant



Thomas Nelson Page

found out, too late, that they had sold their land instead of leasing it; but John Barclay made the beginning of his great fortune. He turned from wheat raising to milling, to the control of elevators, to railroads; but his methods were the same.

"He learned that by bribing men in the operating department of any railroad he could find out what his competitors were doing. And in the main offices of the National Provision Company two rooms full of clerks were devoted to considering the duplicate way-bills of every car of flour or grain, or grain products not shipped by the Barclay companies. Thus he was able to delay the cars of his competitors, and get his own cars through on time. Thus he was able to bribe buyers in wholesale establishments to push his products. And with Lige Bemis manipulating the railroad and judiciary committees in the legislatures of ten states, no laws were enacted which might hamper Barclay's activities."—*A Certain Rich Man.*

So he became richer and richer, yet he worked as hard as ever. Why did he do so? One of his old neighbors asked the question, and this was his reply:

"'Because, General, I'm not making money—that's only an incident of my day's work. I'm organizing the grain industry of this country as it is organized in no other country on this planet.'

'Yes, but then, John—what then?'

'What then? . . . Coffee, maybe—perhaps sugar, or tobacco. Or why not the whole food supply of the people—let me have meat and sugar where I will have flour and grain, and in ten years no man in America can open his grocery store in the morning until he has asked John Barclay for the key.'

It is the love of power that urges him on. And what does such a life make of a man? Here is his portrait, as a painter drew it:

"The wonderful feature about the portrait is the right

hand. . . . a long, hard, hairy, hollow, grasping, relentless hand, full in the foreground and squarely in the light—a horrible thing with artistic fingers, and a thin, greedy palm indicated by the deep hump in the back. It reaches out from the picture, with the light on the flesh tints, with the animal hair thick upon it, and with the curved, slender, tapering fingers cramped like a claw; and when one follows up the arm to the crouching body, the furtive mouth, the bold, shrewd eyes, and then sees that forehead full of visions, one sees in it more than John Barclay of Sycamore Ridge, more than America, more than Europe. It is the menace of civilization—the danger of the race from the domination of sheer intellect without moral restraint.”

That is more than a portrait: it is an interpretation, and a warning.

Since few of us can be millionaires, even if we wished it, what is the outlook for the average man in America? It is a character of Mr. Howells's who speaks:

“What a noble thing life is anyway! Here I am, well on the way to fifty, after twenty-five years of hard work, looking forward to the potential poorhouse as confidently as I did in youth. . . . Some one always has you by the throat, unless you have someone else in your grip. I wonder if that's the attitude the Almighty intended his respectable creatures to take toward one another! I wonder if he meant our civilization, the battle we fight in, the game we trick in. . . . It ought to be law as inflexible in human affairs as the order of day and night in the physical world, that if a man will work he shall both rest and eat and shall not be harassed with any question as to how his repose and provision shall come. . . . But in our state of things no one is secure of this. No one is sure of finding work, no one is sure of not losing it.”

This shifts the ground to the economic situation in general. Perhaps poverty is not the fault of the millionaire, perhaps the evils of the factory, the injustice of great

corporations, are the faults of no men or set of men, but of the individualistic, competitive system under which we live. Mr. Howells is a good deal of a socialist at bottom; so are Robert Herrick, and Thomas Nelson Page. Upton Sinclair is an out-and-out socialist; and one remembers *Looking Backward*, by Edward Bellamy, a "best seller" twenty years ago, which was a direct plea for Socialism.

Let us turn from business to politics. As the list at the end of this article shows, a number of novelists have made this the dominant interest in their stories. Of municipal politics, the most detailed account is found in Lewis's *The Boss*, a story based upon the career of Richard Croker. It traces his progress from street waif to leader of a gang, to boss of his district, of his ward, and eventually of our greatest city. His methods are picturesquely set forth in an interview between the Boss and a highly respectable citizen who desires to become an alderman.

"Let's cut out th' polite prelim'naries," said Big Kennedy, 'an' come down to tacks. How much stuff do you feel like blowin' in?"

"How much should it take?" asked the reputable old gentleman.

"Say twenty thousand," returned Big Kennedy.

"Twenty thousand dollars! Will it call for so much as that?"

"If you're goin' to put in money, put in enough to win. There's no sense puttin' in just enough to lose. Th' other fellows will come into th' district with money enough to burn a wet dog. We've got to break even with 'em, or they'll have us faded from th' jump."

"But what can you do with so much?" asked the reputable old gentleman dismally.

"Mass meetin's, bands, beer, torches, fireworks, halls; but most of all buy votes."

"Buy votes!" exclaimed the reputable old gentleman, his cheek paling.

'Buy 'em by th' bunch, like a market girl sells radishes.' Then, seeing the reputable old gentleman's horror, 'How do you suppose you're goin' to get votes? You don't think these dock wallopers an' river pirates are stuck on you personally, do you?' . . .

'But do you think it right to purchase votes?' . . .

'Is it right to shoot a man? No. Is it right to shoot a man if he's shootin' at you. Yes. Well, these mugs are goin' to buy votes, an' keep at it early an' late. Which is why I say it's dead right to buy votes to save yourself. Besides, you're th' best man, it's th' country's welfare we're protectin', d' ye see!'—*The Boss*.

Money is gained in other ways than from respectable candidates. The builder who obstructs the streets, the saloonkeeper with his Sunday trade, the gambler, the dive-keeper, all these are willing to pay well to be let alone, and so a steady stream of revenue flows into the organization. With money, as Kennedy explained, you can buy votes; with votes you carry elections; through elections you control the aldermen, the magistrates and the police; and in control of these you can traffic boldly in the privilege of breaking the laws.

Are our state politics on a higher plane? In *Mr. Crewe's Career* we see a state controlled by a railroad. The chief counsel for the road is the man to whom the county bosses come for orders. At the convention the delegates shout and the bands play, but the candidate is named by this quiet man in a back room. In form, it is representative government; in reality, it is a monarchy; and the monarch is Big Business.

It is the same story in *A Certain Rich Man*. John Barclay needs Lige Bemis, ex-horse thief, in politics.

"Barclay and Bemis went into the campaign together that had put down the rebellion, that had freed four million slaves, and had put the names of Lincoln and of Grant and asked the people to rally to the support of the party

and Garfield as stars in the world's firmament of heroes. And the people of Garrison County responded, and State Senator Elijah Westlake Bemis did for Barclay in the legislature the things that Barclay would have preferred not to do for himself. He changed a railroad assessment law, secured the passage of a law permitting his elevator company to cheat the farmers by falsely grading their wheat, and prevented the passage of half a dozen laws restricting the powers of railroads."

Who is to blame for such things? The novelist is ready with his answer.

"Conditions as they exist are the result of an evolution. . . . The railroads found the political boss in power, and they had to pay him for favors. The citizen was the culprit to start with, just as he is the culprit now, because he does not take sufficient interest in his government to make it honest."—*Mr. Crewe's Career*.

And so the fault lies not with John Barclay nor Lige Bemis nor Big Kennedy, but with you and me.

Is the picture of our business and our politics that has been presented in these novels a true one? Several points should be kept in mind. For one thing, most of these books belong to the class of novels with a purpose. They are written not merely to amuse an idle hour but to make us think seriously of dangers which threaten our national life. Some of these men write with the zeal of reformers; their books are not novels but tracts, polemics put into the form of fiction. *The Jungle* was written for the same purpose that *Uncle Tom's Cabin* was written—to arouse the conscience of a nation. Such writers deliberately choose the extreme, the striking examples to prove their case. Their statements may be true, as far as the particular instance is concerned, but are they typical? Do they, taken alone, give a fair idea of conditions? It is evident that allowance must be made on this ground.

Again, the novelist who chooses business or politics as

his main interest, labors under the necessity common to all writers of fiction, that of having a "villain" in the story, an opposing force, over which the hero is to triumph. So naturally the railroad or the political machine becomes the villain, and has to be made appropriately black. Thus a certain artistic necessity leads to an over-emphasis of the unfavorable side. We see the selfish corporation stifling competition, buying legislatures, corrupting judges, and we stand aghast. But who shall tell us of the great pension systems kept up by certain railroads for their employees, of welfare work in many forms, of homes in mountains and at sea-shore maintained by great stores for their tired workers, of profit-sharing enterprises, of model factory towns, of increases in wage-scales made through no fear of strikes? For all these things are true, and must be set against the darker side.

Finally it must be remembered that in some cases these very books have helped to change the conditions they describe. The stockyards are no longer what they were; in politics we are entering a new era; in public life the standards are higher than before. The old order changeth, and our to-days are not our yesterdays.

NOVELS DEALING WITH AMERICAN LIFE

BUSINESS.

The Railroad

The General Manager's Story, Herbert E. Hamblen; The Road Builders, Samuel Merwin; The Short Line War, Merwin & Webster; The Empire Builders, Francis Lynde; The Hand-Made Gentleman, Irving Bachellor; Snow on the Headlight, Cy Warman.

Lumbering

The Whip Hand, Samuel Merwin; King Spruce, Holman F. Day; The Blazed Trail, S. E. White.

Shipbuilding

The Master Builders, J. E. Dunning.

Mining

Roger Drake, Captain of Industry, H. K. Webster.

The Factory

The Portion of Labor, Mary W. Freeman; Amanda of the Mill, Marie Van Vorst.

The Packing House

The Jungle, Upton Sinclair.

The Cattle Ranch

The Outlet, Andy Adams; Reed Anthony, Cowman. Andy Adams; The Cattle Baron's Daughter, Harold Bindloss.

The Wheat Ranch

The Octopus, Frank Norris.

Speculation

The Pit, Frank Norris; Sampson Rock of Wall Street, Edwin Lefevre; The Banker and the Bear, H. K. Webster.

POLITICS

The Political Boss

The Boss, Alfred H. Lewis; The Man Higher Up, Henry R. Miller; The Ring and the Man, C. T. Brady; The Plum Tree, D. G. Phillips; The Honorable Peter Stirling, P. L. Ford; The Demagog, Wm. R. Hereford; Coniston, Winston Churchill; Through One Administration, F. H. Burnett.

Politics and Reform Movements

Mr. Crewe's Career, Winston Churchill; The Ramrodders, Holman F. Day; The District Attorney, William Sage; A Spoil of Office, Hamlin Garland.

The Reconstruction Period in the South

Red Rock, Thos. N. Page; A Fool's Errand, A. W. Tourgée; John March, Southerner, G. W. Cable.

NATIONAL PROBLEMS

Labor and Capital

The Breadwinners, John Hay; The Man of the Hour, Octave Thanet; John Marvel, Assistant, Thomas Nelson Page; A Hazard of New Fortunes, W. D. Howells; A Traveller from Altruria, W. D. Howells; Looking Backward, Edward Bellamy; The Mutable Many, Robert Barr; The Silent Partner, E. S. Phelps.

The Negro Question

By Inheritance, Octave Thanet; The Marrow of Tradition, C. W. Chesnutt.

Divorce

He that Eateth Bread with Me, H. M. Keays; Let Not Man Put Asunder, Basil King; Together, R. Herrick; The Undercurrent, Robert Grant.

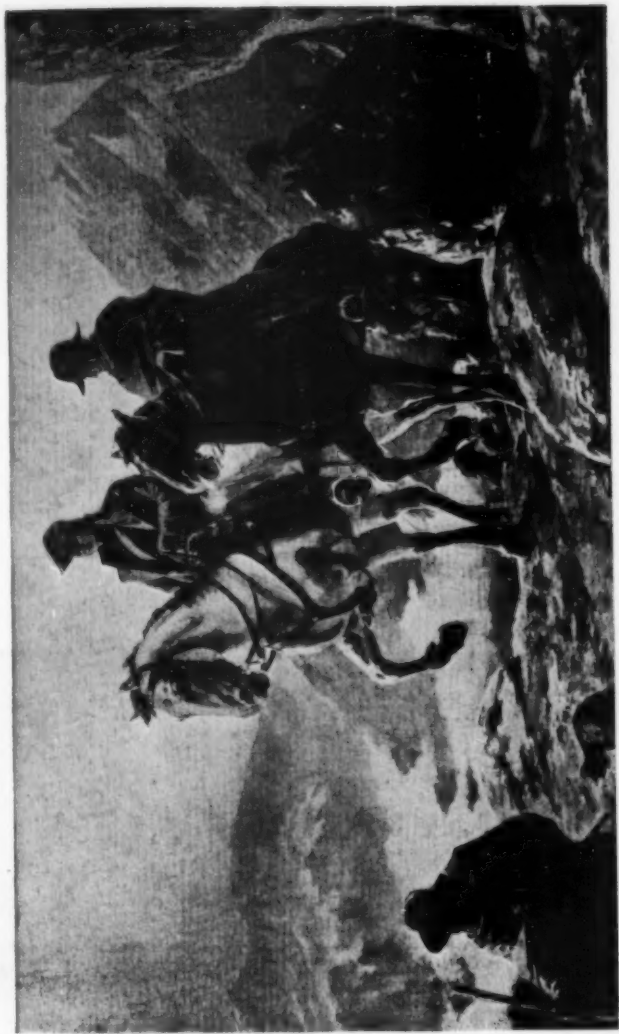
The Indian Problem

Ramona, H. H. Jackson; The Man of Yesterday, Mary H. Kinkaid; The Heritage of Unrest, Gwendolen Overton.

Mormonism

The Heritage of the Desert, Zane Grey.





San Martin and O'Higgins at Uspallata Pass—from Vila's famous painting



San Martín meeting O'Higgins in the Andes near Mendoza.



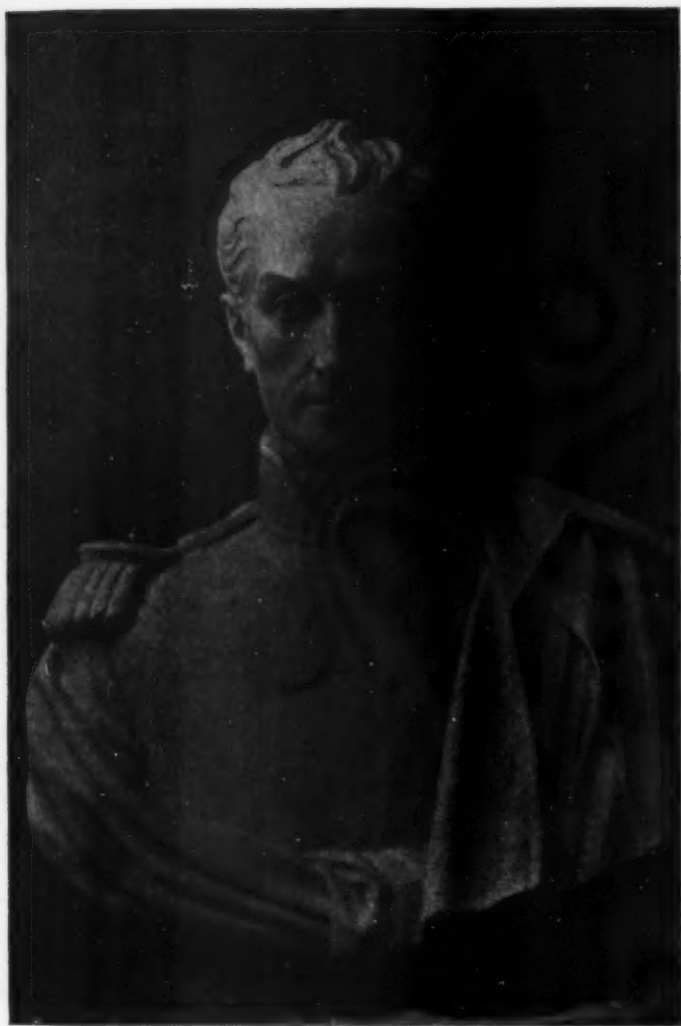
Bolívar crossing the Andes



Meeting of San Martín and Bolívar at Guayaquil



Bust of General San Martín in the Pan American Union, Washington, D. C.



Bust of General Simon Bolívar in the Pan American Union, Wash-
ington, D. C.



Statue of General Belgrano, the Buenos Aires patriot

Published by the American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242

El señor del Vaticano aminoró los rumores de una intervención directa en la política de los Estados Unidos y, a su vez, respaldó la política exterior de estos. El papa declaró que el papa no interviene en la política exterior de los Estados Unidos y, a su vez, respaldó la política exterior de estos. El papa declaró que el papa no interviene en la política exterior de los Estados Unidos y, a su vez, respaldó la política exterior de estos.



per quella era in fatto il suo vero, nessuno era in grado di capirlo. L'indifferenza, l'ostilità, la più solenne negazione, - tutto ciò che si poteva fare, serviva da scudo per celare una vita di angoscia e di tormento.

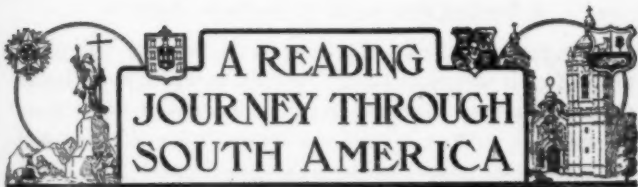
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The image shows a single page from an old document, possibly a ledger or account book. The text is written in a dense, cursive script that is largely illegible due to the poor quality of the scan. The page is dark and noisy, with many areas where the text has been lost or obscured. The layout appears to be organized into columns, with some text written in a larger, more prominent hand than the rest. The overall impression is one of a well-used but now almost completely unreadable historical record.

The Argentine Declaration of Independence



"The Soldier's Leap"—Gorge in the Andes near Uspallata Pass, across which one of O'Higgins's cavalry leaped his horse to escape the viceregal troops.



Colonial Period and War of Independence*

By Harry Weston VanDyke

Member of the Bar, Washington, D. C. Licenciado in Spanish Law.

THE system adopted by Spain for the civil, ecclesiastical and military government of her vast colonial empire in the new world is set forth in the famous code known as the Compilation of Laws of the Kingdoms of the Indies, framed in the reign of Philip IV and published in 1680 by Charles II. The basis of the political organization was the division of American territory into two great viceroyalties created by the Emperor Charles V (Charles I of Spain), in 1542. "We order and decree," says Law I, Title 3, Book III of the Compilation, "that the Kingdoms of Peru and New Spain (Mexico) be ruled over and governed by the Viceroy who represent our royal person. These shall exercise superior power, do and administer justice equally to all our subjects and vassals, and apply themselves to all that will promote the tranquility, repose, ennoblement and pacification of those provinces. * * *

The viceroyalties were subdivided into great provincial districts administered by the Royal Audiencias, which

*This is the second instalment of the Reading Journey through South America, which began in the September, 1911, CHAUTAUQUAN with an article entitled Discovery and Conquest. The first and second articles of the series contain geographical and historical information desirable for every traveler to be familiar with before beginning his journeyings. The author, Mr. Harry Weston VanDyke, writes by recommendation of and co-operating with the Pan-American Union, Hon. John Barrett, Director General.

were superior judicial tribunals exercising also the functions of civil administration. These in turn embraced lesser governmental jurisdictions known as *gobernaciones* (lesser provincial districts), *alcaldías mayores* and *ordinarias* and *corregimientos* (municipal jurisdictions of greater and lesser magnitude). In harmony with this civil administrative division, there was an ecclesiastical division of the territory: archbishoprics corresponded with *audiencia* districts, bishoprics with *gobernaciones* and *alcaldías mayores*, and parishes and curateships with *corregimientos* and *alcaldías ordinarias*. The viceroys were presidents of the *audiencias* and captains-general at the capitals of the viceroyalties, the others being presided over by gowned presidents and captains-general subordinate to the viceroys.

Under the Viceroy of Peru, whose capital at Lima was the center of Spain's government in South America, there were seven Royal *Audiencias*: Panama (1535), Lima (1542), Santa Fe de Bogotá (1549), created by the Emperor Charles V, Charcas (1559), Quito (1563), created by his son Philip II, Chile (1609), by Philip III, and Buenos Aires (1661), created by Philip IV.

In the eighteenth century two more viceroyalties and a captaincy-general were carved out of the original jurisdiction of the Viceroys of Peru. The Viceroyalty of Santa Fe or New Granada, created in 1717, abolished in 1723, and re-established by royal decree in 1739, was made up of the *audiencia* districts of Santa Fe de Bogotá, Panamá, San Francisco de Quito, and the province of Venezuela, which, like the Central American provinces, has been an appanage of the original Viceroyalty of New Spain (Mexico). Subsequently the boundaries of the Viceroyalty of Santa Fe were reduced by the institution of the Captaincy-General of Venezuela with an independent government and its own high court (*audiencia*), in the years 1742, 1777 and 1786, and by the restitution to the Viceroyalty of Peru of the provinces of Maynas (1802) and Guayaquil (1803).

The Viceroyalty of Buenos Aires was created in 1778 from the *audiencia* districts of Buenos Aires and Charcas and certain territories of Chile, together with the territory now known as Paraguay and Uruguay. The *Audiencia* of Charcas, later called Chuquisaca, or Upper Peru (now Bolivia), returned by royal decree, in 1810, to form part of the Viceroyalty of Peru.

By royal degree of March 15, 1798, the Captaincy-General of Chile, which from the first had enjoyed a high degree of autonomy under the Viceroyalty of Peru, became completely autonomous, subordinate only, as were the viceroyalties, to the Council of the Indies in the Peninsula, as the mother country, Spain, was called in her colonies.

From these colonial territorial divisions logically sprang the South American republics with which we are familiar today, except Brazil, which was a Portuguese colony similarly administered, but the provinces of which did not separate when it declared its independence, in 1822. It became an empire and so remained until 1889, when the present republic of the United States of Brazil was established.

Under the Spanish colonial system, the king was the absolute sovereign and sole proprietor of Spanish America. This territory was an appanage of his crown and did not form an integral part of Spain; America and Spain were connected solely through their common allegiance to the king. He governed America directly, not through his regular ministers, but by a body of personal advisers called the Council of the Indies, to which his personal representatives in America, the viceroys and captains-general, reported directly.

Spanish-Americans knew only two forms of government under the colonial régime: the executive, represented by officials sent out from Spain, and the municipality, or *cabildo*, to which the people of Spain have persistently clung since Roman times, and by which, being officered by the creole element, some slight check was always placed

upon the exactions of Peninsular overlords. There was no intermediate representative body standing for the provincial, or *audiencia*, districts into which the vice-royalties and captaincies-general were divided. There was no elective council to stand between the people inherent to the land and the king, for whose personal benefit (and that of his favorites) the land was exploited. Consequently the South Americans had no opportunity to develop a self-sustaining body politic, which, in the course of time, might by peaceful means have altered the theory of Spain's colonial system, as was the case in Brazil, where the king himself resided for several years during the invasion of Portugal by Napoleon's armies; before his Majesty returned to Portugal, he opened up the Brazilian ports to the commerce of the world and established a vassal, but wholly autonomous kingdom, over his American possessions under his son.

No amelioration of the hardships endured by the Spanish-American colonists under their king's rapacious administration could be secured to them but by revolution.

By the beginning of the seventeenth century, the Englishman Drake had slipped through the Strait of Magellan and the great Dutch navigator, Schouten, in 1616, doubled Cape Horn for the first time. These triumphs of Spain's northern and recently established commercial rivals were a source of keen anxiety to the Spanish sovereign, for therein lay a menace to his treasure land in the new world. He looked upon South America as his personal property, its commerce to be developed for his sole benefit, not for the advancement of the Spanish settlers and natives, who, in his mind, were there for no one's profit but his own.

Already almost hermetically sealed against even the general import and export trade of the Peninsula, laws were framed that still more closely guarded his monopoly. No Spaniards (and certainly no foreign traders) were allowed to freight ships for the colonies, or to buy a pound

of goods thence, without obtaining special permission and paying well for that privilege. Cadiz was the only port in Europe from which ships were permitted to sail for America, and the whole trade was farmed out to a ring of Cadiz merchants. Every port in Spanish South America was closed to trans-Atlantic traffic except Nombre de Dios on the north side of the Isthmus of Panamá near the present city of Colon. Not a ship could enter Buenos Aires, Valparaiso, Callao or Guayaquil. Imports from Spain must first go to the Isthmus, be disembarked, transported over the Andean passes and the Bolivian plateau on the backs of the alpaca, and finally, down over the Argentine pampas to Buenos Aires, or down the arid coast to the Peruvian and Chilean settlements. Under such conditions in the southern provinces European manufactures—agricultural and mining implements, and other essentials for a people's advancement were to be had only at fabulous prices.

On the other hand, also, the system made exports impossible, except the precious metals mined in the north, drugs, and other easily transportable products. Hides, hair, wool, agricultural produce and hard wood would not stand the cost of such long and difficult hauls. Exploitation and repression were the essential features of the Spanish colonial system. The peninsular authorities acted upon the theory that America should be confined to producing gold and silver, and all other industries were ruthlessly strangled. The Plata settlements, and all others south and east of the Peruvian-Bolivian mining region, suffered from this ruinous suppression. Having no mines they were considered worthless, and were in consequence ignored, until they came in conflict with home industries by the cultivation of olives and vines. To protect the Peninsular growers, the Argentinos were forced to cut down their olive trees and uproot their vines.

The inevitable results followed the enforcement of these repressive laws. Smuggling, bribe-giving, evasion and con-

tempt for all law, and hostility to the Peninsula grew up where, in their stead, the colonists could have developed themselves into a bulwark for Spain which was so soon to totter from her proud position as the greatest world power. Where the science of government and national up-building should have been taught and fostered, revolution became the chief political resource.

Strange as it may seem, however, in spite of three centuries of such misgovernment and blindness on the part of Spain, her American colonies were found to be patriotic in the early years of the nineteenth century, when, with her king a prisoner in the hands of Europe's insatiable overlord, patriotism was almost the only asset of the Spanish peoples. The successful struggles of the North American revolutionists had left the South Americans apparently unmoved; they remained loyal to the House of Bourbon which had so sorely oppressed them, in spite of the struggle for freedom in the north and the contagion of French Jacobinism, and even presented a solid front against the English Admirals Popham and Beresford when, in 1806, the English made an unsuccessful attempt to induce the Plata colonists to throw off the yoke of Spain and, incidentally, to open their productive country to world commerce.

In 1808 Napoleon occupied the Spanish Peninsula, forced the abdication of Charles IV, held him and his successor, Ferdinand VII, prisoners in France, and established his brother Joseph on the throne in Spain. Throughout the colonies, as in the mother country, the intense loyalty of the people was aroused by this summary outrage upon their royal house. A council of regency, or national *junta* (assembly) was formed at Cadiz, and under its instigation, with the aid of England, the Spanish people entered upon an insurrection against the usurper that ceased only when the last Frenchman was driven from the land.

The regency, however, could not take the place of the exiled king in the purblind loyalty of the colonists, for it was

the kingship that held the infatuated loyalists on both sides of the water. This body had transferred the Spanish American provinces to Napoleon, and had laid itself open to the suspicion of bad faith on many another score. The resistance to constituted authority, therefore, soon developed a dual character: patriotic hostility to the Napoleonic usurper, and local opposition to the Peninsular regency. The result was the almost simultaneous election of popular representative *juntas* throughout the colonies, not as a preliminary step to permanent separation—that phase developed later—but to govern until their ruler by divine right should be restored to them. It was nevertheless their hope by this representative government that they might improve their political condition.

In April, 1809, a *junta* was formed in Caracas, Venezuela; in July of the same year the example was followed in Peru, and at Quito in August. In May of the next year, Santa Fe de Bogotá and Buenos Aires followed, and Santiago elected the Chilean *junta* in September of that year. The colonists expected by these steps to release the Indians from slavery in the mines in the north and west; to restore and develop the cultivation of grapes, olives and tobacco, and build up their grazing and agricultural industry in the south and east; to open their ports to imports of European commodities essential to their growth, and to their own exports, by way of exchange; to lighten the crushing imposts and internal taxation; to abolish the tithe system, and reclaim and parcel out the vast feudal estates which had gradually been absorbed by the Spanish officials in the course of an administration which could be likened to that of the rapacious Roman proconsuls against which Cicero inveighed so impotently.

But the ambitious reforms met with immediate and successful opposition. The country was full of Spanish office holders who saw in these activities their dismissal and the death blow to their spoils system. In the short struggle

that followed, the success of the Peninsular forces was almost universal. The colonists had had no training in warfare, nor had they yet developed as a people the unity of purpose and sturdy self-dependence which was eventually to bring them their freedom.

The *junta* governments were everywhere effectively suppressed, except in Bogotá and Buenos Aires, where the fires of revolution smouldered during the succeeding years of Peninsular chaos that preceded Waterloo, and the colonists, their eyes opened at last to the true and only remedy for their ills, were formulating their great resolve to separate themselves entirely from the mother country. While their measures of reform had been suppressed, the ideas that called them into being could not be obliterated. Furthermore their unsuccessful clash with the viceroys and lesser officials brought more glaringly before their eyes the extortions and brutal indifference of the ruling class. The attitude of the Peninsulares toward the creoles and *mestizos* of the colonies had always been contemptuous, and the creoles, being for the most part of unmixed Spanish descent, though born in South America, found their resentment of that attitude at last more than they could endure. The spirit of revolt persisted, therefore, but with this difference, that the sentiment of the people was now against Spanish rule, instead of being merely reformatory within the limits of loyalty; what they finally determined upon was absolute independence.

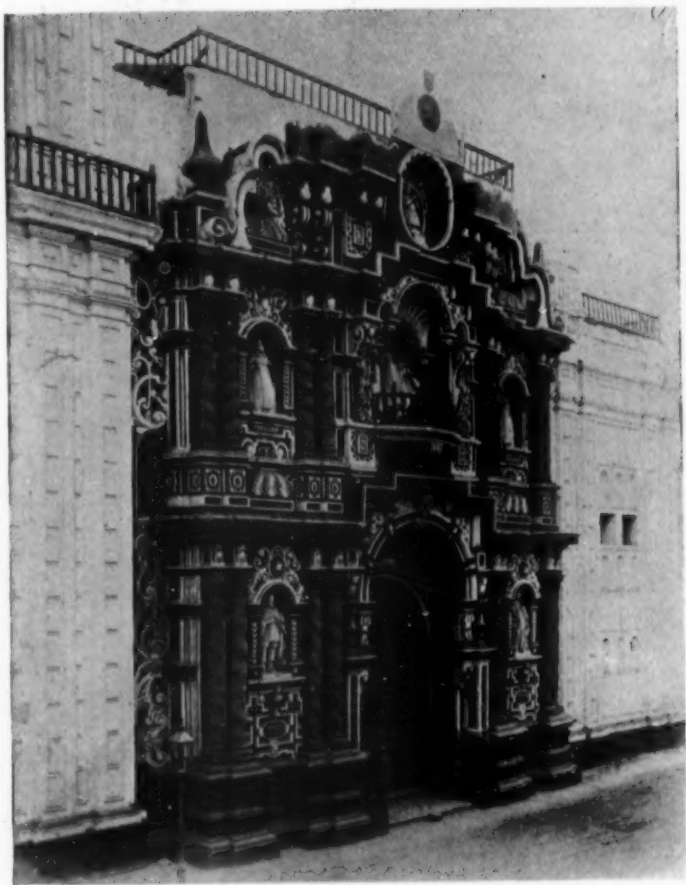
The overthrow of Spanish dominion in South America was the result of two simultaneous and equally important movements that originated in Buenos Aires and Caracas. The former gradually spread northward and westward, taking in Chile, and the latter spread along the northwest coast of the continent, driving the Spanish from Venezuela and Colombia. The two movements finally united within the limits of the present Republic of Ecuador, to continue the advance together into the heights of Upper Peru, where the viceregal power was broken and the yellow and red flag of



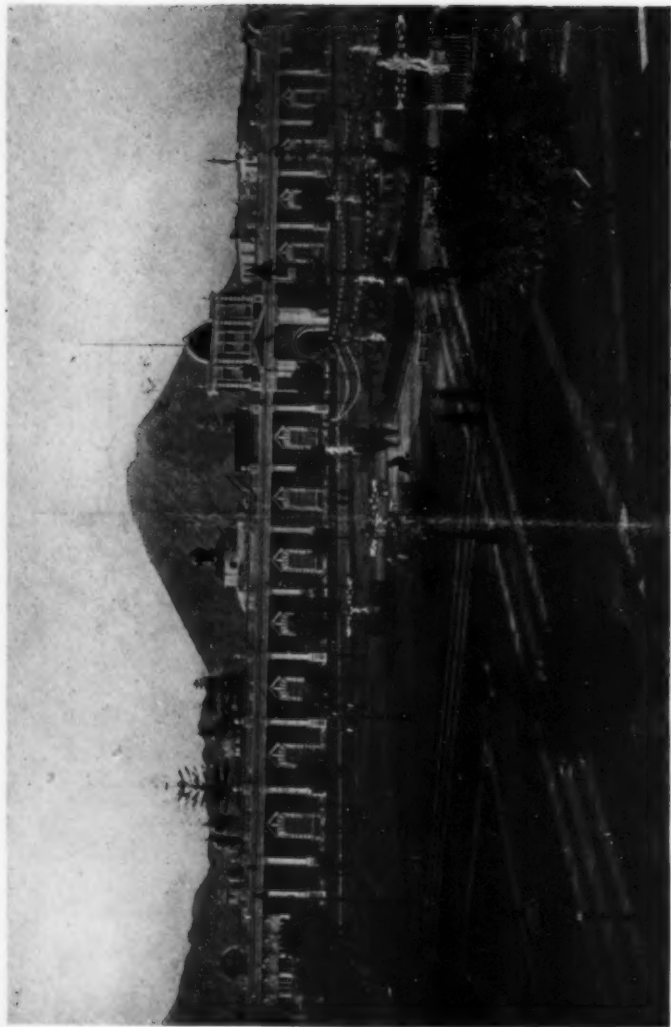
Statue of Simon Bolívar, the Liberator of South America, at
Lima, Peru



Cathedral at Lima, Peru—built by Pizarro



La Merced Church at Lima, Peru—type of religious architecture of Spanish colonial period



Pizarro's Palace, now the Government Building, on the Plaza in Lima, Peru. It was here that the great Conquistador was assassinated

Spain—a river of blood flowing through two streams of gold—ceased forever to be the emblem of sovereignty in the south continent.

This second stage of the war of independence produced two great leaders who, profiting by the lessons learned in the abortive attempts of 1810, trained the colonists in the art of war and instilled into them some measure of their own skill, executive ability, resourcefulness and unyielding determination. These men were the brilliant and magnetic Simon Bolivar, who headed the northern movement, and José de San Martín, perhaps less conspicuous as a popular leader, but a greater statesman and general, who accomplished his great work in the southern half of the continent. Both were men of honorable South American families, well educated and of lofty purpose, the former a native of Caracas and the latter an Argentinian, and both, during sojourns in Europe, had had opportunity to study at close range the problems evolved by the popular revolutions in France and Spain.

The series of military successes that was destined to lead to South American independence began at Tucumán in the northern part of what is now Argentina, in the fall of 1812, and at Salta, a little farther north, in February, 1813. By these battles the persistent efforts of the Spanish forces in Peru to put an end to the *junta* government of 1810 in the Plata settlements, were checked under the leadership of the patriot Belgrano. But on the first of October following, the Royalists, in violation of the armistice entered into after Salta, almost destroyed Belgrano's army at Vilcapujio. This proved a distinct service to the colonists, for it placed in command of the remnants of Belgrano's force, San Martín, then just returned from twenty years' service in the Peninsular armies against Soult and others of Napoleon's marshals.

San Martín recognized at once the futility of pursuing the campaign and attacking the Royalists in the mountain-

ous regions of Upper Peru (now Bolivia), with over a thousand miles of difficult roads between his army and his base of supplies. He therefore conceived the idea of forcing Spain to defend her own bases at Lima and Callao, and to this end elaborated a plan for the invasion of Chile and capture of Valparaiso, and thence, a combined military and naval attack on the capital of Peru, the seat of Spain's power on the continent. With this purpose he repaired to the almost inaccessible town of Mendoza on the Argentine slope of the Andes, opposite the Chilean capital, Santiago, remaining there two years. During this period he recruited a strong force of revolutionists, trained them in the art of war and accumulated an adequate equipment.

Shortly after he had established his camp of instruction, the Chileans under their famous leader, Bernardo O'Higgins, had extorted a truce at Talca, in 1814, from the forces of the Peruvian Viceroy, by which the protracted struggle to maintain the junta government in Chile was for the moment suspended. The truce of Talca was, however, repudiated by the Viceroy at Lima, and General Ossorio was soon on his way south with another Royalist army. Weakened by local political dissensions, the Chilenos were unable to prevail against Ossorio's forces, and his decisive victory at Rancagua, October 1st, 1814, marked a complete restoration of Spanish authority in Chile, whereupon O'Higgins and a few of his officers, escaped from the wreck of their army, crossed the Andes and placed themselves under the command of San Martín.

In January, 1817, San Martín's army, four thousand strong, was ready to move against the unsuspecting Spanish in Chile, who had been led by a strategem to believe that the patriot army would enter the country through one of the more easily accessible passes through the Andes.

San Martín, however, chose the terrible Uspallata Pass just south of Mt. Aconcagua, and accomplished a feat

which, in endurance and skill, surpassed Napoleon's famous passage of the Alps, the height of Uspallata exceeding the St. Bernard Pass by over 4,000 feet. The revolutionists descended the western slope of the Andes and fell upon the Spanish outpost at La Guardia on the 7th of February, and on the 12th defeated Ossorio's main force at Chacabuco. Two days later the liberating army entered Santiago. The patriot government was at once re-erected in Chile, and the Supreme Directorship was conferred on O'Higgins after San Martín, refusing to be diverted from his plans for the liberation of the entire continent, had declined the honor.

On the first day of the ensuing year the independence of Chile was proclaimed. The *de facto* independence of the country was not achieved, however, until the decisive defeat of the Royalists on the plains of Maypú, on the 5th of April, 1815.

With Chile cleared of Spanish troops, and the port of Valparaiso at his service as a base of supplies, San Martín was ready to enter upon the next stage of his work—the liberation of Peru. From this point in his career he can no longer be considered as a general of Buenos Aires—he becomes now the great Liberator, a title conferred also upon Bolívar by the northern patriots.

Another period of two years, devoted to recruiting, organizing and drilling, elapsed after Maypú before San Martín undertook his invasion of Peru. In this he was aided by Lord Cochrane, a cashiered British naval officer, who was to render most valuable service in the naval warfare that was at once begun against the Spanish viceroy. Cochrane's first success was the capture of Spain's best harbor on the Pacific, Valdivia, south of Valparaiso, in spite of the fact that his rockets were filled with sand instead of powder, the Chilean authorities having imprudently employed Spanish prisoners in the manufacture of ammunition.

In August, 1820, San Martín's combined military and

naval expedition against Peru set out from Valparaiso with some 4,500 troops. Thus far this stronghold of Spain had undergone less violent revolutionary disturbances than any other part of her American possessions; in 1820 it was fully under the control of Don Joaquin de la Pezuela, the forty-fourth viceroy to follow Pizarro. But it was three years now since Pezuela had reported to the Madrid government that he stood over a volcano liable to burst into action at any moment. San Martín understood this condition of things and labored to produce the eruption whereby the Peruvians might emancipate themselves.

Arrived off Callao, the seaport of Lima, the liberators entered upon operations and negotiations lasting several months, during which effective missionary work in the cause of independence was done throughout Peru by San Martín's lieutenants. At last, on the 6th of July, 1821, the Spanish leaders, neglected by their home government, and realizing the ineffectiveness of their forces, evacuated Lima, which was at once occupied by San Martín. He did not come, he said, as a conqueror, and it was with much hesitation that he accepted the supreme power offered by the patriots; he styled himself Protector of Peru, promising to surrender the government to the people as soon as the Peruvian congress should be assembled to take over the burden. He retained his control of the embryo republic for a year in spite of the hostility that was engendered by misconception of the high purposes embodied in the title he assumed.

The wisdom of his retention of power at such a critical period of Peruvian and South American history is hardly to be contested. These were the decisive campaigns of the war of independence on the continent. The future of Buenos Aires and Chile, of New Granada and Venezuela, and of all the Spanish settlements depended on the battles that were now to be fought in the mountains of Peru, where the royalist forces had now concentrated, for this was the heart of Spanish South America. San Martín

was not destined to fight these final battles, but to him is due the credit of conceiving the plan of action, of executing it almost to the end and of showing, by his retirement in favor of a more convincingly popular fellow patriot of the north, a modesty, soundness of judgment and generosity almost unparalleled among the world's statesmen.

In the meantime the northern movement, under the direction of Simon Bolívar was approaching Peru. It arrived at the coast town of Guayaquil (in what is now Ecuador) in the spring 1822. San Martín immediately repaired to that port for a conference with his confrère, leaving his administration in the hands of the Marquis of Torre Tagle, a member of the old nobility who had turned revolutionist, and Bernardo Monteagudo.

The meeting of the two Liberators marked the close of San Martín's military career. He saw clearly that there could be no room for himself and Bolívar in the same sphere of action, and it was necessary for the welfare of the common cause that one of them should retire. He was great and patriotic enough to make the sacrifice. Returning to Lima, he resigned the supreme authority and retired to Europe, for there was no place for him in Buenos Aires, except as a leader in the civil wars that by this time were distracting the country, and this rôle he disdained. In 1850 he died in France at the age of seventy-two, after a thirty years' struggle with sickness and poverty, but attended always by his devoted daughter. After his death his body was brought to Buenos Aires and reverently placed in a tomb, one of the handsomest in the world, about which stand three marble figures representing Buenos Aires, Chile and Peru.

As early as 1806, the Venezuelan, Miranda, had tried ineffectually to revolutionize the whole of South America, but he was not of the metal from which leaders are made, and the political situation had not ripened at that early date. After Spain's suppression of the *junta* established at Cara-

cas, in 1810, Miranda and Bolívar landed in Venezuela, in 1811, and called into being the first congress of the people. This body departed from the policy of the defunct *junta* government, and proclaimed the independence of Venezuela. The movement thus started met a speedy end; the cause was literally shattered by the awful earthquake on Holy Thursday of 1812, and by the arms of Spain, upheld, as the Royalists claimed, by Divine vengeance against the contemplated overthrow of the Lord's anointed. Miranda was captured and ended his days in a Spanish prison.

Bolívar escaped into New Granada and with the elimination of Miranda soon had full sway in the revolutionary counsels of the northern provinces. He found at Bogotá, in 1813, an active revolutionary *junta* and a military organization. With the latter he struck the Royalists at Cúcuta, just within the eastern border of the present Colombia, and passed over the mountains to Caracas, proclaiming war to the death. Here the Dictatorial career of the Great Liberator began. The career was, however, punctuated by many disasters to his arms and to his political manoeuvres before the decisive battle of Boyacá (won from the Spanish general Morillo by Bolívar and his lieutenants, Santander and Páez, on August 7th, 1819) placed Bogotá permanently in the hands of the patriots, and gave assurance of eventual success to the northern movement. The Spanish army was wrecked, its general a prisoner, and the Viceroy of New Granada, or Santa Fe, a fugitive. Bolívar hurried from this triumph to the revolutionary congress he had some time before called at Angostura, in Venezuela, and brought about the enactment by that body of a Fundamental Law for the union of the old Captaincy-General of Venezuela and the Viceroyalty of Santa Fe or New Granada as the Republic of Colombia, of which he became President. By the end of 1821 all of this territory, except Panamá and Puerto Cabello, near La Guayra, in Venezuela, had been freed from the control of Spain, which, after much vacillation and in-

competence resulting from the chaos on the Peninsula, concentrated her forces on the plateau behind Lima for the final struggle with the army of the north and south now about to coalesce at Guayaquil under the Liberator of Colombia and the Protector of Peru.

The famous battle of Pichincha, won on the 24th of May, 1822, by Bolívar's great lieutenant, Sucre, gave the *audiencia* district of Quito (now Ecuador) to the northern federation, and it was later formally incorporated into Bolívar's Republic of Colombia.

The final clash between the Royalists and the patriots was deferred for two years, during which time the confusion of sectional interests and negotiations by the now desperate mother country threatened to undo the great work of the two Liberators. Bolívar's victory at Junin in Peru over the Spanish under Cantarac, on the 6th of August, 1824, and the decisive battle on the plain of Ayacucho, midway between Lima and Cuzco, on the 9th of December, put an end to the war. The patriot army of about six thousand men under Sucre defeated the Spanish forces—eight thousand five hundred strong—under the Viceroy La Serna and his leading general, Cantarac, in less than eighty minutes. The Viceroy wounded and a prisoner and his men deserting by hundreds, Cantarac sued for terms, and that afternoon fourteen generals, five hundred and sixty-eight officers and three thousand two hundred privates became prisoners of war.

Following up his victory, Sucre proceeded into Upper Peru and called together the patriot congress that was to institute, in August, 1825, the Republic of Bolivia—named for his chief—of which he became the first President. Bolívar was then at the head of affairs in Peru. He soon, however, relinquished his Dictatorship and returned to Bogotá to resume for a brief term his functions as President of the great federation of Colombia.

Bolívar sank rapidly from his apogee and, beset on all

sides by the enemies his imperial designs had made for him, died on his estate of Santa Marta at the early age of forty-seven, disheartened and in comparative poverty. To him also in after years his people erected monuments in tardy recognition of his matchless services.

Tracing the course of the revolutionary movements outlined in the foregoing historical sketch, it will be seen that the present South American republics, with the exception of Brazil, are founded upon the viceregal and subordinate divisions described in the beginning of this article. To recapitulate briefly:

The insurrection of the Viceroyalty of Buenos Aires began in the city of that name, in May, 1810, with the dismissal of the viceroy and the institution of a governmental *junta*. This was later superseded by the triumvirate that framed the "Provisional Ordinance for the Government of the United Provinces of the Rio de la Plata." In 1816, by the action of the congress held at Tucumán, these provinces became the "Confederate States of the Rio de la Plata," and as such definitely declared their separation from Spain. Later they assumed the style of the "Argentine Confederation," and still later, the present name of the Argentine Republic, a name that doubtless originated in colonial times from the term "Argentinos" given to the people of the Plata (silver) river country by the Peninsular officials engrafted upon them; these, in their turn, were called "Goths." Paraguay, the northeastern province of the Viceroyalty of Buenos Aires, and Uruguay, known as the "Eastern Border" of the Viceroyalty, became distinct republics as a result of the same revolutionary movement; the latter, however, passed through many vicissitudes before achieving its complete independence. In 1817, the province was annexed by Brazil and was known as its Cis-platine province. On Brazil's separation from Portugal, in 1822, the province became the object of the war between Brazil and Argentina, at the conclusion of which, the disputed province was rec-

ognized as an independent state under the name of the Eastern Republic of Uruguay.

Out of the Viceroyalty of Santa Fe or New Granada, and its former dependency, the Captaincy-General of Venezuela, grew the three republics on the northwest coast of the continent: Venezuela, Colombia and Ecuador. These, as we have seen, were consolidated by Bolívar into the single Republic of Colombia, and as such it endured until 1830, when it disintegrated into the three distinct states above named. At the time of the separation the second of these styled itself "The Republic of New Granada" and then became successively known as "The Granadan Confederation" (1858), the "United States of Colombia" (1861), and "The Republic of Colombia" (1886), as we now know it.

The Captaincy-General of Chile resolved itself into the present-day Republic of Chile in 1822, shortly after the Spanish forces were defeated at Maypú.

From the Viceroyalty of Peru, as it stood constituted at the time of the revolution, sprang the two modern republics of Peru and Bolivia, the latter comprising the provinces of Charcas, La Paz, Cochabamba, Potosí and Santa Cruz de la Sierra which had formed the ancient Audiencia of Charcas, or Upper Peru, under the Viceroyalty.

The various Portuguese provinces were the only ones to continue the monarchical system, but declared themselves independent of the mother country nevertheless, and became known as the Empire of Brazil, until 1889, when the present republic was declared.

Prompted by the success of the single federal state controlling the destinies of the Americans in the north continent, the question has been asked, "Is a United States of South America conceivable?" The writer has little hesitation in answering the query in the negative. At the beginning of the last century Miranda had such a vision before him when he sought, in 1806, to incite his apathetic

countrymen to revolt. Bolívar, in a measure his disciple, dreamed the same dream, and for a brief period enjoyed in a large measure its realization. With the Presidency for Life conferred on him by the threefold republic of Colombia, with supreme power in the newly emancipated republic of Peru bestowed on him after Ayacucho, with the fanciful title "Father and Saviour of Peru," and with his devoted lieutenant, Sucre, President of Bolivia, he had some grounds for his hope of bringing the whole of Spanish South America under his personal sway. But the people of the continent had no mind at that time for a Latin Cromwell, and Bolívar, more fortunate than the Mexican Itúrbide, was allowed to retire in peace from his ambitious campaign for empire and meditate upon what he thought was the ingratitude of a people liberated by his genius. San Martín in retrospect is the more perfect type of revolutionist and patriot.

An attempt was actually made, in 1848, to form a South American Confederation, but the treaty signed at Lima by the representatives of Peru, Bolivia, New Granada, Ecuador and Chile, failed of ratification by the governments of those republics. The great divergence of local interests between the mountainous regions of the northwestern states and those of the plains, the difference in climate, and the almost constant friction over boundaries between the various republics, are the principal reasons why the peoples of South America would never consent to submit their destinies to a common governmental control.

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Pronouncing Vocabulary

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Aconcagua	Ah-cohn-cah'-gwah	Laserna	Lah-sayr'-nah
Alcaldias	Ahl-cahl-dee'-ahs	Lima	Lee'-mah
Alcaldias Mayores	Ahl-cahl-dee'-ahs	Maynas	Mah'-ee-nahs
	Mah-yo'-rays	Maypu	May-poo'
Alcaldias Ordinarias	Ahl-cahl-dee'-ahs	Mendoza	Mayn-doh'-sah
	dee-nah'-ree-ahs	Mestizos	Mays-tee'-sohs
Angostura	Ahn-gohs-too'-rah	Miranda	Mee-rahn'-dah
Argentina	Ahr-hayn-tee'-nah	Morillo	Moh-rec'-yoh
Argentinos	Ahr-hayn-tee'-nohs	Nombre de Dios	Nohm'-bray day Dee-ohs'
Audiencias	Ow-dee-ayn'-see-ahs		
Ayacuccho	Ah-ee-a-koo-choh	Ossorio	Ohs-soh'-ree-oh
Belgrano	Bayl-grah'-noh	Paez	Pah'-ays
Bernardo Monteagudo	Bayr-nahr'-doh Mohn-tay-ah-goo'-doh	Paraguay	Pah-rah-gway'
Bolivia	Boh-lee'-vee-ah	Pezuela, Joaquin de la	Pay-zoo-ay'-lah, Hoh-ah-keen' day lah
Boyaca'	Boh-yah-cah'	Pichincha	Pee-cheen'-chah
Buenos Aires	Boo-ay'-nohs Ah'-ee-rays	Pizarro	Pee-zah'-roh
	Kah'-dees	Potosi'	Poh-toh-see'
Cadiz	Kah-yah'-oh	Puerto Cabello	Poo-ayr'-toh Kah-bay'-yoh
Callao	Kahn-tah-rahc'		
Cantarac	Kah-rah'-kahs	Quito	Kee'-toh
Caracas	Chah-cah-boo'-coh	Rancagua	Rahn-cah'-gwah
Chacabuco	Tchahr'-kahs	Rio de la Plata	Ree-oh day lah Plah'-tah
Charcas	Chee'-lay	Salta	Sahl'-tah
Chile	Chee-lay'-nohs	Santa Cruz de la Sierra	Sahn'-tah Kroos day lah See-ay'-rah
Chilenos	Choo-kee-sah'-kah	Santa Fe de Bogota'	Sahn'-tah Fay day Boh-choh-tah'
Chquisaca	Koh-chah-bahm'-bah		
ochabamba	Koh-lohn'	Santander	Sahn-tahn-dare'
Colon	Cohr-ray-hee-mee-ayn'-tohs	Santiago	Sahn-tee-ah'-goh
Corregimientos	Koo'-koo-ta	Soult	Soolt
	Koos'-coh	Sucre	Soo'-kray'
Cu'cuta	Ar-kwah-dohr'	Talca	Tahl'-cah
Cuzco	Grah-nah'-dah	Torre Tagle	Tohr'-ray Tah'-glay
Ecuador	Goh-bayr-nah-see-oh'-nays	Tucuman	Too-koo-mahn'
Granada	Gwah-ee-yah-keel'	Uruguay	Orr-hoo-gway'
Gobernaciones	Hoh-say' day Sahn-Mahr-teen'	Uspallata	Oos-pah-yah'-tah
Guayaquil	Hoon'-tah	Valdivia	Vahl-dee'-vee-yah
Jose' de San Martin	Lah Goo-ah-ee'-rah	Valparaiso	Vahl-pah-rah'-ee-soh
Junta	Lah Pahs	Venezuela	Vay-nay-zoo-ay'-lah
La Guayra		Vilcapujio	Veel-cah-poo'-hee-oh
La Paz			





II. The Steam Engine*

By Carl S. Dow

H EAT in the form of steam has been and still is the greatest factor in the development of all lines of industry which require more power than is available from human labor. Practically all the power employed by the civilized world is supplied by the steam engine—it has freed the galley slave from his labors at the oars, it has relieved the horse from the work of drawing the street car, in short it has made possible all our modern methods of production and transportation.

Before the railway train, no one thought of that great industry, the express business, which, starting in 1839, grew in two decades in importance represented by a capital of over thirty millions and which today with a capital of over seventy millions operates on over 200,000 miles of steam and electric railroads.

The steam engine has made possible the subway car, the elevated train, and the electric light, for, contrary to a rather popular impression, electricity is not a source of power. The electrical machine, called the dynamo or generator, does not go of itself, it must be driven by a steam engine, gasoline engine, water wheel, or some other prime mover. Electricity is but a medium for transmission, as is a belt, or gears, or shafting. In Boston, alone, over 220,000 horse power of steam engines are used in electric

*The first instalment of this series appeared in the September, 1911, CHAUTAUQUAN. Its title is "Engineers and Engineering."

power stations of which the Boston Elevated Railway Company and the Boston Edison Company have 150,000 horse power.

In New York City, the New York Edison Company maintains the largest power plant in the world in such a small space. With its facilities for supplying electric light and power to over 90,000 consumers, it sends out over the wires 300,000 horsepower, or enough energy to supply the current for over 4,000,000 incandescent lamps. And behind all this is the steam engine.

The relation of electricity to power may be shown in connection with ship propulsion. If electricity without a prime mover could do the things the popular mind thinks it can, why hasn't it been used in the propulsion of ships? Let us see what would happen if a ship were to be propelled by electricity. To be electrically-driven, some engine (steam, gas, or gasoline) would have to supply mechanical energy to a dynamo or generator which would convert it into electricity. An electric motor would then have to reconvert the electrical energy into mechanical power to turn the propeller. This double conversion of power would not only add to the machinery to be carried and to the expense, but would also entail greater loss than at present, for neither the generator nor the motor can deliver all the power supplied to it; some is lost in the machine.

Engineers know full well that the steam boiler and steam engine waste much heat energy. To eliminate this apparatus, engineers and scientists have experimented for years in the hope of discovering some way of getting electrical energy direct from coal, but as yet without success. We continue to rely on the engine.

Steam has more than fulfilled the prophecy of Roger Bacon, the most talented philosopher of his age. He expressed his look into the future by these words:

"Men may construct for the wants of navigation such machines that the greatest vessels, directed by a single man, shall cut through the rivers and seas with more rapidity than if they were propelled by rowers; chariots may be constructed which, without horses, shall run with immeasurable speed. Men may conceive machines which could bear the diver, without danger, to the depth of the waters. Man could invent a multitude of other engines and useful instruments, such as bridges that shall span the broadest rivers without any intermediate support."

To understand the beginnings of this most important invention and trace its various stages of development, means going back to the seventeenth century, to the time before the Revolutionary War, back to the time when men began to realize that mines could not be kept free from water except by mechanical power. When the removal of water from mines by steam became an accomplished fact, man realized that he had under his control an engine which could work for him.

But of course the first machines were exceedingly crude both because natural laws, now taught in schools under the familiar name "Physics," were little understood even by the most thoughtful, and also because there were no good tools, no skillful mechanics, no standards for accurate work.

However, at this early date (the beginning of the eighteenth century) a few men were acquainted with the fact that the cooling or condensation of steam in a closed cylinder resulted in a void or vacuum and that the pressure of the atmosphere on water would force it up into the cylinder. But this form of water-raising engine was not the real prototype of the modern steam engine; its action was too slow and it wasted too much steam. The steam simply forced the air out of the cylinder—it did no other work. The piston engine, first brought out by Newcomen, and later improved by James Watt, was the real beginning of the rapid progress which marked the end of the eighteenth century.

While the American colonists were struggling for freedom in this country, a remarkable man, James Watt, in England was studying and experimenting with that hitherto lit-

the known substance, steam. From small crude machines, and tests too uncertain for infallible deduction, he formulated so many engineering principles that it seems safe to say that practically all the main features of the modern steam engine were in use at the end of the eighteenth century. The only advances made since then have been those of improvement, not of invention.

The steam engine furnishes the power for innumerable industries: it drives the tools in the machine shop, the looms and spindles in most mills, the saws in the saw mill. It raises the pile-driver's weight and hoists building material to the top of the building. Tucked away in some part of the factory, the steam engine is the invisible life of the establishment.

The application of steam to land transportation was first made in England, in the same way that the English mine was the scene of the first successful use of the steam pumping engine. Of course the locomotive was impossible until years after the stationary engine had been pretty well established. One of the marked differences between the early locomotive and the stationary engine of the period was the steam pressure. The reason is obvious; the locomotive must be powerful in a small space, whereas the stationary engine in those days could occupy any reasonable area. The most natural way to get the greater power was to raise the steam pressure.

Another difference worthy of note is the absence of a tall chimney for the locomotive. To get sufficient draft for the fire under the conditions where a tall chimney is inconvenient, steam coming from the cylinder after it has done its work is directed into the short stack—as it still has considerable velocity it draws the smoke and gases along with it with great rapidity. The driving wheels make one revolution for every four exhausts or “puffs,” for both ends of each cylinder exhaust during one revolution, and no two exhausts come together. Knowing this fact the passenger

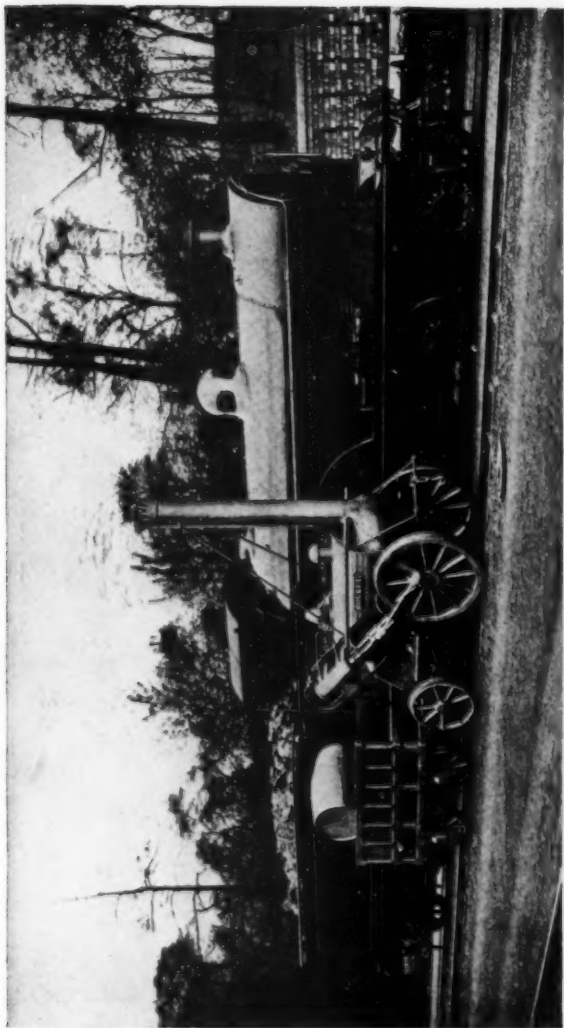
counting the number of puffs per minute can easily compute the speed of the train if he knows the diameter of the driving wheels.

Although it was the English engineer who produced the first successful pumping or stationary engine and also the first engines for railway service, when it came to propelling boats by steam it was the American engineer who blazed the way. John Fitch, an American, in 1788, devised a mechanism in which a steam engine moved paddles. While not a commercial success, it proved that steam propulsion was feasible.

In 1807, Robert Fulton, of New York, earned for himself the distinction of being the first to introduce a really successful, commercially successful, steam boat. His "Clermont" made a trial trip from New York to Albany, a distance of 150 miles, against the river's current. The speed was five miles per hour, a snail's pace compared with the 25-mile steam boats of today or the 35 to 40 mile motor boats.

A little more than four years have elapsed since that great event was commemorated by the one hundredth anniversary Hudson-Fulton celebration in New York. By no means least in interest was the opportunity given the spectators for comparing the reproduction of the "Clermont" with steam ships of the present time. This working model is to be seen at the dock at Poughkeepsie on the Hudson River.

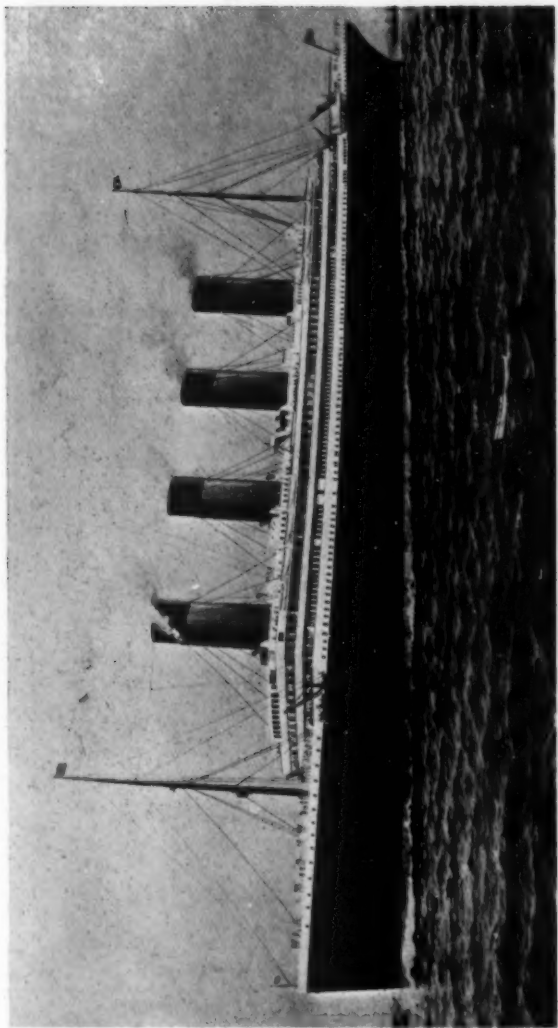
The development of locomotive engines is interesting, but how much more interesting is that of the marine engine. The number of varieties required may be seen from a brief survey of the service to be performed. There is the huge slow-speed "walking-beam" engine, so familiar (at least the walking beam) in our harbors and on our rivers. This engine with a vertical cylinder and large shaft extending across the boat turns the paddle wheels on either side, the



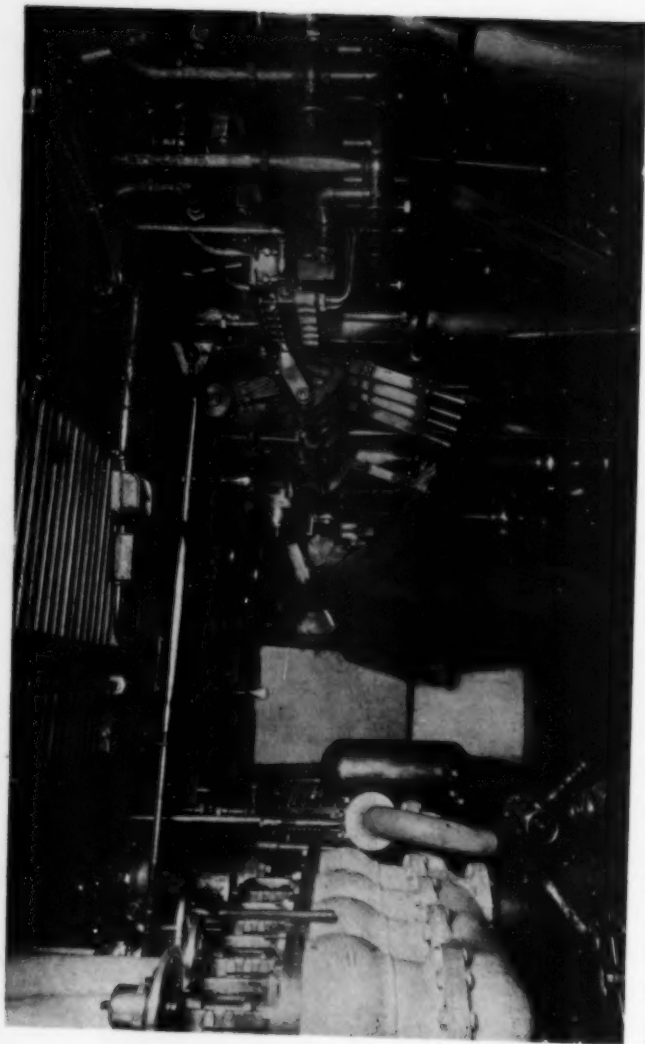
Latest English Locomotive. Speed 68 miles per hour with train weighing 357 1-2 tons. Compare with Stephenson's "Rocket," speed 19 miles per hour with train weighing 13 tons.



United States Battleship Utah on Trial Trip. Equipped with turbines driving four shafts, and water-tube boilers fitted for burning either coal or oil. Speed 21.63 knots per hour.
(Photograph by the New York Shipbuilding Company.)



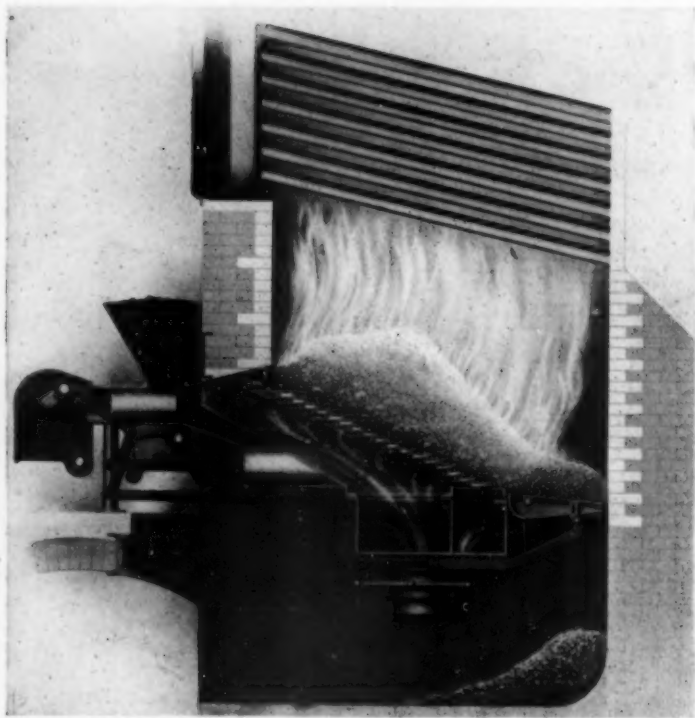
The "Olympic," the largest ship afloat. Newest ocean liner. Accommodations for 2,500 passengers. 882 feet, 6 inches in length. Eleven decks.



The U. S. S. "Delaware," the most powerful and efficient war vessel at the coronation of King George, was especially commended for wonderful mechanical equipment by naval experts from all over the world.

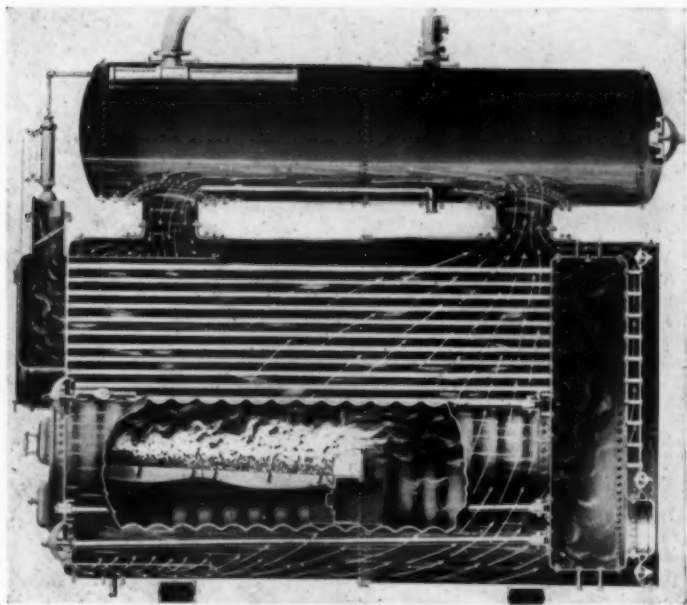


Typical Power Plant for Manufacturing Company. Interior of power plant of Dennison Manufacturing Company. Engines driving electric generators. Exhaust steam used for manufacturing purposes.



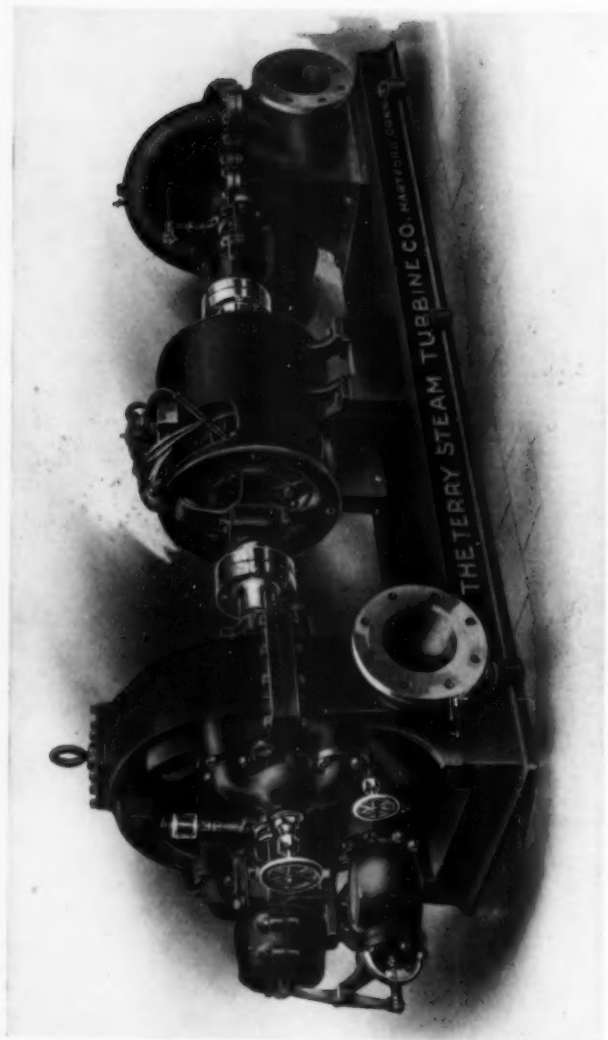
THE TAYLOR STOKER

A Mechanical Device for automatically supplying coal to boiler furnaces. With this type the great quantities of coal can be burned to produce the steam required by the largest city power stations. Smokeless. Low labor cost.



ROBBE-BRADY SCOTCH BOILER

A modified form of the Standard Marine Type which is of High Efficiency. This modification reduces cost by eliminating expensive construction.



Terry Steam Turbine driving 30 K. W. Generator and an 8-inch Single-stage Centrifugal Pump. Either machine may be operated

back and forth motion of the piston being changed to circular motion by the beam and connecting rod.

The ocean-going vessel soon outgrew the paddle wheel, adopting in its place the screw propeller, submerged at the stern. Of relatively small diameter, the propeller must revolve faster, so that the type of engine had to be changed to a small cylinder, high speed engine with higher pressure. The beam disappeared, for the circular motion was obtained by a crank and connecting rod. This type of engine is in use today, only it is larger and more powerful in every way. When an ocean liner needs much power, two or three sets of engines are used with two or three propellers.

Recent years have witnessed the adoption, to some extent, of the steam turbine which is of much higher speed than any engine. It is much simpler, because all the motion is rotary, eliminating the mechanism for changing from reciprocating. The steam does not push a piston; it strikes blades or buckets on the circumference of the wheels pushing them around with great velocity and power. The propeller is put on the turbine shaft, or the shaft extended to the stern of the boat. The turbine, however, does not eliminate the boilers, pumps, etc., it is simply another method of propelling the boat by steam.

Other kinds of service require special engines: the tug boat calls for a substantially-built, powerful engine of moderate speed, the torpedo boat and destroyers, and the steam yacht, take a light but strong, high-speed engine. For such boats the engine is, however, of essentially the same type as that for the liner.

Years ago, when the "Great Eastern" was put in commission people thought this great craft the largest possible to build. It seemed then as though nothing could ever surpass it in size. It was really too big for the time—too big for the docks; it was ahead of time. But the ocean giants of today are far larger than the "Great Eastern." Last June there occurred the first service trip of the largest ves-

sel in the world, the "Olympic." Mere figures give no adequate idea of its size. It is over 800 feet long, a distance which has meaning when you think of it as one-sixth of a mile, or 330 feet longer than the Washington monument is high. Perhaps the knowledge that the "Olympic" has eleven decks, carries a crew of 850 and accommodates 2,500 passengers, will give an idea of its enormous size. Another fact easy to state but hard to grasp is that this vessel burns 800 tons of coal per 24 hours, or over 4,000 tons during the trip across.

The "Olympic" presents the most advanced marine engineering practice, and therefore is well worth considering from this view point. Instead of one engine, as in most steam boats, it has two triple expansion engines, four cylinders each, of 15,000 horse power, and one exhaust steam turbine of 16,000 horse power, making a total horse power of 46,000. This amount of power is necessary to move this enormous mass at a speed of 21 knots or about 26 miles per hour. The three screw propellers act together in going ahead, while for reversing, the turbine is cut out and the two reciprocating engines do the work. This arrangement solves one of the great problems connected with the turbine. It is a fact well known among engineers that the turbine is not easy to reverse, one reason why it has not been more generally adopted.

In any talk about engines, or in any explanation given when visiting a power plant the names of such parts as cylinder, valve, piston, condenser, boiler, pump, etc., are used frequently, in fact one must know in a general way what these names mean if any reasonably clear idea of engineering is to be had.

It has been said that a steam power plant, whether in the form of a 68-cent department store toy or a million dollar station, is a heat engine—a mechanism for converting stored energy in coal into mechanical work. In other words, the small power plant is like the large one, except

that the latter has larger apparatus and more devices for economy. In its simplest form the power plant has the apparatus shown in the accompanying sketch.

THE BOILER

In the boiler the heat in the fuel is liberated by combustion and transferred to the water. To make the heating surface more effective, the hot gases are made to pass through many small tubes in the fire-tube type, or around water filled tubes in the water-tube type. The two types are about alike as to economy; the water-tube is safer, and steam can be raised more quickly. For this reason it is usually chosen for most electric light stations so that steam can be raised rapidly to meet the great demands, called "peak" loads.

THE ENGINE

It is the duty of the engine to transform the heat energy in the steam into power. By means of suitable valves, which are operated by the engine itself, steam is admitted to each end of the cylinder alternately, driving the piston back and forth. The back and forth motion, called the reciprocating motion, is changed into rotary motion by means of the connecting rod and crank which is on the shaft. As the steam is under great pressure, from 80 to 250 pounds per square inch, the force acting on the piston is enormous. After the steam has pushed the piston to one end of the cylinder, a valve opens and allows the steam to escape. This steam is called "exhaust" steam because it is at low pressure and much of its energy has been exhausted.

THE CONDENSER

In most power plants the exhaust steam is condensed; that is, the latent heat is taken from it by cooling. This changes it from a gas or vapor to a liquid (water). The great reduction in volume decreases the pressure against which the piston acts and consequently less steam is required to push the piston. The condenser is merely a shell

containing many small tubes. Cold water circulates within these tubes, and as the steam strikes the cold surface it is condensed.

An air pump sucks the condensed steam (water), and any air that may have been in the steam, from the condenser, and sends the water to the "hot well" which is simply a reservoir for storing hot water until it is delivered to the boiler.

THE FEED PUMP

As the pressure in the boiler is considerable, usually 150 pounds per square inch or more, there must be some means for forcing the feed water into the boiler. This is usually accomplished by a direct-acting pump which consists of two cylinders set in line, with a piston in each. The two pistons are fastened to the same rod, and steam pressure acting on one moves the water in contact with the other. By making the steam piston larger than the water piston, so that the total steam pressure will exceed the total water pressure, the pump easily forces the water against the pressure in the boiler.

PUMPING

In a large plant there is a network of pipes, but every one is an important part of the system. Some convey water and some carry steam. Of these pipes, the principal ones are: The Main Steam pipe which carries the live steam from the boiler to the engine cylinder; Auxiliary steam pipes to conduct steam to the feed pump and other auxiliaries; a Feed pipe through which the feed water goes to the boiler; and piping to connect the air pumps and the hot well.

The piping must be strong, to prevent bursting, as direct as possible, to reduce friction losses, and for steam, should be well covered, to prevent loss of heat by radiation.

SEARCH AND REVIEW QUESTIONS ON THE REQUIRED READING WILL BE FOUND IN THE ROUND TABLE SECTION AT THE BACK OF THE MAGAZINE.

(End of C. L. S. C. Required Reading, Pages 165-233)

Latest Tendencies in Education

By Anna Garlin Spencer

Director of the School of Ethics; Member of the Faculty of the
School of Philanthropy, New York City

THERE are three increasingly evident tendencies in education in the United States which may be called new. They are:

- I. Vocational Training.
- II. Supervised Recreation.
- III. Moral Education.

In a very real sense, these three tendencies are all parts of one great movement of social uplift in the common life. The first of these tendencies is, of course, an inevitable response to the change in the industrial order which substitutes for the old handicraft and hand-machine work in the home, with its personal apprenticeship of learner to master, labor with a power-driven machine in a capitalized and specialized factory system. This new way of industry offers little chance for experience even to guide, much less train a beginner toward efficiency. Hence the need for early drill in manual dexterity in the school; and the later need for either a school attached to the shop, or a series of shop-processes attached to the school, to train children and youth for vocational choices that shall lead toward industrial success and give technique sufficient to make the first wage-earning step up the ladder toward easy self-support. This new function demanded of the school involves many problems. The most serious of these adheres in the question, "How can we give that equal opportunity in education to which potential citizens of a democratic state are entitled; how insure that common culture which all men and women should receive as preparation for a truly human life, and at the same time, gives to the children of the poorer parents, those who must begin wage-earning at from fourteen to sixteen years of age, that preliminary industrial training

which can alone protect them against the present evils of child labor?" We can only hope to solve this problem by holding firmly on the one hand to that spiritual essence of democracy, the right of every child to receive an education "which shall show what he was meant to become," and on the other hand, clinging as firmly to practical effort to minister to the practical needs of children who must "get their working papers" as early as the law allows.

The second tendency, that toward supervised recreation, often called "the playground movement," is an extension of the kindergarten ideals into later education. It is an effort to make more morally safe and more truly cultural the leisure of children and youth. The combination of legal, social and educational forces to safeguard and help people of all ages, especially children and youth, in the right direction of the play instinct, is already strong and effective in many localities. The increasing provision for recreation-centers, park-playgrounds, vacation-camps, school-gardens, school-excursions, physical culture, dancing of all sorts and musical and dramatic entertainment at low prices, all attest this aim to offer facilities for a "good time" that shall neither lead to the saloon or the brothel (as do many dance halls of our great cities) or debauch the taste or lower the physical vitality. Many problems also inhere in this tendency toward supervised recreation; the pedagogical ones that are most difficult of solution being the answers to the question, "How shall we provide this type of prepared-for and regulated play, without lessening the initiative and vigor of invention of the child?" "How add public and private facilities for entertainment for the adult without lessening the attractions of the home, and the power of self-resourcefulness?"

The answer here requires an even balance between social needs and personal development.

The third tendency, that toward moral education of a definite and systematic type, is as yet directed by only a few leading educators. To be sure, Mrs. Ella Flagg Young,

the President of the National Education Association, last year made moral education a chief feature of her administration of the affairs of that popular educational body. It is true also that Dr. Nicholas Murray Butler said some time ago that "for over forty years in America education has been seen to be a process in the spiritual evolution of the race." It is true also that Herbart, far earlier, declared that an essential of education for all people is "an irrefragable foundation of morality." It is true, as well, that Froebel, and before him Pestalozzi, made the whole educational process a conscious effort at character development. And the "born teachers," the highly expert instructors of children and youth in every age, and under every system, have sought above all things else the "making of ye true man" and true woman of every pupil. We have, however, now reached a conscious period in the growth of educational ideals when we have the character aim more distinctly before us. We have reached also some social conditions in which the need for a more definite appeal to the moral consciousness of the child is perceived. The old unity of religious sanctions which could secure common ethical ideals, and give the strength of discipline in moral practice adequate for the average need, is gone. In our cosmopolitan population the church creeds divide, the family traditions separate, the social groupings differentiate, the vocations classify into economic differences, the "mother-tongues" suggest varying folk-lore and literature. There is but one unifying influence in the common life of America, and that is the tax-supported public schools. Here, if anywhere, some unity of ethical ideal and practice can be secured. It may be but a minimum of that rounded training in ideal purpose and in technique of conduct, which different people, in their differing ways, desire for their children's education. That minimum is most essential, however, for it is the one element of moral training which *all the people may hold in common, as that "irrefragable foundation of morality" on*

which must be built the right ways of living together in a modern state. Hence many educators now feel that the one most important of all new movements in education is the development of a system of character-training suited to the needs of all the people in the United States, and so detached from special religious sanctions and creeds and forms of worship, that it may justly be installed in the public schools.

Dr. Felix Adler, assisted by those of like faith, years ago established the Ethical Culture School in New York City, with the conscious purpose of centering the whole school curriculum around systematic instruction in ethics. The graded courses of moral education in that school, reaching from the class next to the kindergarten, up through the high school, have a regular place on the school schedule and always have the service of expert teachers. These courses in ethics are not considered a substitute for, but rather as a complement of that character-training which is incident to school discipline. They also emphasize, instead of lessening, the demand of every good school for teachers of fine and noble personality, whose example and companionship are in themselves "a liberal education." They are considered as aiding in the development of the moral judgment, in the increase of moral idealism, and in the broadening and deepening of moral earnestness.

Mrs. Ella Lyman Cabot, whose book, "Every-day Ethics," has served so good a purpose, seems to pursue the same general plan in her teaching. Others, connected with public schools, have developed systems of instruction which have worked well in different schools.

In England, a great impetus was given the tendency toward moral education, of the definite type mentioned above, by an International Congress on Moral Education held in London in the year 1908. This Congress was initiated and managed by a Committee of the Union of Ethical Societies of England, an association which has for its object "To advocate the supreme importance of the knowledge,

love and practice of the right." The American Ethical Union in this country, of which Dr. Felix Adler is the founder, has the same purpose, and both here and abroad the group of Ethical Leaders have been foremost in working toward ethics teaching as detached from religious creeds. When the Congress convened, however, among its delegates all differences of religious affiliation were lost sight of in the importance of the general subject, and the final outcome of the Congress was a Moral Instruction League of Great Britain, in which leading educators of every form of religious faith and of every sort of school connection joined on equal terms. The executive board governing this League has upon it "Church of England" men and women, and "non-conformists" of every type, educators of scientific turn, and representatives of the Ethical and the Positivist groups. All unite in the one intent to secure direct, systematic and effective moral education in both public and private schools, as an aid in character development. A second International Moral Education Congress is to be held in 1912, August 22 to 28, at the Hague. Preliminary programs may now be secured by writing to the Secretary of the Congress, The Hague, Bilderdijkstraat, 78.

In this country special effort has been made to extend this independent type of moral instruction through the "School of Ethics," held for the last four years at Madison, Wisconsin, in connection with the summer session of the State University of Wisconsin. As an outgrowth of this work, the teachers of Wisconsin have united in a Moral Instruction League for comparative study of the problems involved and for aid to one another in the work. Also, an "Ethics Club" has been started in the University with a view to fixing attention upon the right life as the supreme aim of culture. Also the Professor of Ethics in the University, Prof. Sharp, is collaborating with Dr. Henry Neumann, one of the most important members of the faculty of the School of Ethics, in the preparation of a Manual of Ethics Teaching for High School use.

A close connection has been made during the current year between the Moral Instruction League of Great Britain and the School of Ethics in the United States, through a visit of Mr. Gould, the official Demonstrator of the League, to this country, under the auspices of the American Ethical Union, which maintains the School of Ethics. Mr. Gould's method is to teach a class of children between the ages of nine and fourteen years, in the presence of adults, who discuss with him the material, methods and general plan after the children are dismissed. We have had many lectures about Moral Instruction. This visit of Mr. Gould gave the first large opportunity our American teachers have had to see how an expert does it. Mr. Gould gave demonstration lessons at various Normal Schools in New England, the Middle States, and the West; and, in addition to his extended course at Madison, Wisconsin, met many teachers at the University of New York and at Teachers' College, Columbia University, as well as at the Chautauqua Assembly in New York. Everywhere teachers and parents greeted with profound interest and real gratitude this contribution of an experienced teacher, a past-master in the art of interesting and instructing children, to the technique of ethics teaching. Mr. Gould showed how unerringly children respond to appeals to high motives, to noble examples, to heroic deeds, to unselfish service, by the use of stories illustrating that which we should like the children to be and to do.

Mr. Gould and the officers of the Moral Instruction League of Great Britain and those in this country (including especially the management of the American Ethical Union) who are particularly interested in the extension of education along this line, have a common belief leading to a common aim and method. They believe that below all differences of moral judgment growing out of differences in religious doctrines, there is a common sensitiveness to moral appeal, a common capacity to admire love and truth

and justice and unselfish service and high honor and fine action; that that common basis is "the irrefragable foundation of morality" that Herbart speaks of, and may be used to aid mightily in the development of strong and noble character in the average life. Their one aim is to help practical teachers work out a method and content of teaching which shall give definite and systematic aid of the sort indicated. Their technique, in so far as such teachers as Dr. Felix Adler, Dr. John Lovejoy Elliott, Dr. Neumann and others have worked it out, is that which brings to consciousness in the child the latent passion for excellence, which gives examples of nobleness for the child's memory to treasure, which emphasizes the ethical content of all studies yet gives a special and honored place in the curriculum to ethics lessons in which the sole aim is to inspire and lead toward the higher exercises of the spiritual nature, as that is shown in the love for and practice of the right.

From the Headquarters of the Moral Instruction League of Great Britain, No. 6, York Buildings, Adelphi, London, W. C., can be obtained most valuable literature (among the rest, manuals of instruction by Mr. Gould and others), by addressing the Secretary, Mr. Harrold Johnson. In this country, the Headquarters of the American Ethical Union, 1415 Locust Street, Philadelphia, Pa., Mr. S. Burns Weston, Secretary, furnishes important books and pamphlets including the regular publication of the Union, "Ethical Addresses and Record," containing suggestive sample lessons such as are given in the New York Ethical Culture School and elsewhere, under the auspices of local Ethical Societies, and including also "The International Journal of Ethics."

The movement for definite, systematic moral teaching is already started. To serve well the great social needs of our country, it must be kept free from all religious monopoly and held true to the universal moral instincts and ethical capacities of the common life. These are secured as an inheritance to all the children of men by "the Power not ourselves which makes for righteousness," the Power that

knows no stepchildren of any race but "hath made of one blood all the nations of the world," and calls all spirits upward toward a common altar of the true, the beautiful and the good.

Our Message*

CLARA M. MUNROE

"Love never faileth."

I walked one day, in the sunset's glory,
To see if a message for you I could find,
But each fleecy cloud told me just the same story,
That God is Love, and Love is kind.

I wandered down thro' the cool, green meadow:
The flowers looked up 'neath their bonnets of blue,
And whispered "Go tell them in sunshine and shadow
God is Love, and Love is true."

I rambled on to the great, gray ocean,
Which bears on its bosom white, fluttering sails.
"Tell me," I cried, "of strength and devotion!"
But I heard, "God is Love, and Love never fails."

At night I read in the starry heaven
The same sweet lesson I learned by day:
God is Love, and to you He hath given
A treasure that fadeth not away.

*Read at the Vigil of the C. L. S. C. Class of 1911. See Round Table.



* The following extracts are from a "notice" which was published in the *Edinburgh Review* of April, 1807, and is an amusing commentary on an amusing volume entitled

The Stranger in America: containing Observations made during a Long Residence in that Country, on the Genius, Manners, and Customs of the People of the United States; with Biographical Particulars of Public Characters; Hints and Facts relative to the Arts, Sciences, Commerce, Agriculture, Manufactures, Emigration, and the Slave Trade. By Charles William Janson, Esq., late of the State of Rhode Island, Counsellor at Law. 4to. pp. 500. London. Cundee. 1807.

This large and most ill arranged volume contains, apparently, whatever Mr Janson could recollect of America, aided in his memory a few notes and memorandums. . . . It is indeed a most hasty performance; by a person neither accustomed to laborious composition, nor qualified to write without labor; neither capable of selecting his materials, nor of arranging them, and not very eminent in that acuteness, which enables a man well to observe, or profitably to reflect, on what he has witnessed.

A vast mass of anecdotes, facts, declamations, pictures, annotations from noted works, excerpts from unknown books, songs and other verses, newspaper advertisements, and many other articles, are thrown together by a sort of manual exertion, then made into chapters by the same kind of labor, adorned with preface, index, and title pages; and then advertised for sale. In all this the hand is more employed than the head; and the reader's mental fatigue is perhaps nearly equal to the author's. . . .

Mr Janson left England in a very incommodious merchant vessel, commanded by a captain who treated him ill. and kept him nearly the whole voyage on short allowance;

and filled with passengers, for whom he seems to have contracted no great degree of friendship. The voyage presented nothing remarkable, except the visit of a French privateer, and a squall. The former occurrence threw our author into a violent passion; the latter gave him a great fright. The behavior of the captain, too, kept him in constant bad humor; and one of the passengers, an American, provoked him, by showing a dislike of England; and Bob, the cook-boy, comported himself rudely;—all which irritations had so visible an effect on Mr Janson that he obtained the appellation of the "Grumbler," a name which, for the temper of his whole remarks on America, and indeed on everything he discusses, we must admit to be sufficiently applicable to him, both on shore and at sea. . . .

In this frame of mind, however, Mr Janson arrived at Boston. He was presently shocked with the vulgarity of the people, and teased by their familiar way of treating him, and by their perpetual interrogatories. He next suffered from the excessive civilities of his hosts and hostesses, from the heat and the climate, and "that aggravating and poisonous insect," the mosquito. . . . The heat drives him from Boston to New London, which he marvels at finding much smaller than the old city of that name. Mention is here made of two different lobsters, one, upon which ten hungry men supped, and left enough for an eleventh; another, on which seven persons dined, yet left sufficient to satisfy a hungry man. . . .

At this point of the narrative is introduced a curious account of the adventures which befel three of Charles the First's judges, Generals Goffe and Whalley, and Colonel Dixwell. They took refuge in Connecticut and wandered from place to place over other parts of New England, remaining in concealment for many years—the two former frequently in caves and woods; the latter, by changing his name and getting into a crowd of society. Their story forms one of the oldest and most interesting of the New

England traditions; and our thanks are due to Mr Janson for inserting several particulars, from what he heard and from some American publications on the subject. . . .

The following anecdote is in Mr Janson's own words.

"During their abode at Hadley, the most famous and memorable Indian war of New England took place. This was called King Philip's war. . . . All of the new frontier towns of New England were attacked, and Hadley was then exposed as a place of that description. The time the savages fixed upon to make the assault was while the inhabitants were assembled in the meeting-house to observe a fast-day; but fortunately it had been some time the custom for the men to attend public workshop armed. Had the town been taken, the discovery of Whalley and Goffe would have been inevitable. The men took up their arms and attempted a defence, but were soon thrown into confusion, when (as is related to this day) a stranger suddenly appeared among them, of venerable aspect, and different in his apparel from the inhabitants, who rallied, and disposing them in the best military manner led them to the charge, routed the Indians, and saved the town. In the moment of the victory their deliverer vanished. The inhabitants, unable to account for the phenomenon, believed that they had been commanded by an angel sent from heaven for their protection.

"This supposed angel was Goffe, who never before ventured from his concealment. . . ."

During his stay in New York, Mr Janson collected a number of notes on that city; but, on comparing them with those which he afterwards collected at Philadelphia, he was induced to suppress much of them because "the preference of the latter city in beauty, regularity, architecture, and improvement," is so decided. . . .

"In November, in each year, there are horse races in the capital of America.

"Here I witnessed a scene perfectly novel. I have been at the races of Newmarket, Epsom, York, in short I have seen, for aught I know to the contrary, one hundred thousand pounds won and lost in a single day in England. On coming up to an enclosed ground, a quarter of a dollar was demanded for my admission. Rather than turn back, though no sportsman, I submitted. Four-wheeled carriages paid one dollar, and half that sum was exacted for the most miserable single-horse chaise. Though the day was raw, cold, and threatening to rain or snow there were abundance of ladies, decorated as if for a ball. In this year (1803) Congress was summoned very early by President Jefferson, upon a contemplated purchase of Louisiana and to pass a bill in order to facilitate his election again, as President. Many scores of American legislators, who are all allowed six dollars a day, besides their traveling expenses, went on *foot* from the capital, about four English miles,

to attend the sport. Nay, it is an indisputable fact that the Houses of Congress adjourned at a very early hour to indulge the members for this purpose. It rained during the course—thus the lawmakers of the country were driven into the booths, and thereby compelled to eat and pay for what was there called a dinner, while their contemplated meal remained untouched at their respective boarding-houses. Economy is the order of the day in the Jeffersonian administration of that country, and the members pretend to avail themselves of it, even in their personal expenses.

* * *

. . . The poetry of Dr. Dwight, for example, is evidently the growth of the country where only the coarser sorts of industry yet flourish. We extract the following lines as a sample.

"Say, muse indignant! whose the hand
That hurled the conflagrative brand,
A foe to human feelings born.
And of each future age the scorn;
TYRON achieved the deed malign,
TYRON, the name of every sin.
Hell's basest fiends the flame surveyed,
And smiled to see destruction spread;
While Satan, blushing deep, looked on,
And Infamy disown'd her son."

Mr. Fessenden, we are told, is the "Hudibras of America" and the following are a few of the neat and pointed lines, quoted by our author from that great man's lays:

"Few good and great men can be nam'd
Your scoundrelship has not defam'd;
And scarce a rogue who ought to hang
Who is not number'd with your gang.

Dost thou remember much about a
Droll 'scape of thine once at Calcutta;
When erst invited to a breakfast,
In noose you nigh had got your neck fast?"

. . . The only notice of American painters contained in this book is that of Mr. Peale and his family. They are all artists, and all named after eminent painters. We have Mr. Rembrandt Peale and Mr. Titian Peale. Mr. Titian is "a celebrated portrait painter," and he showed our author portraits of several public characters, "which he immediately recognized." This art, therefore, whatever

some people may think, *has* made a certain progress in America. With the writers of the New World we are rather better acquainted; but the works of Dr. Ezra Stiles, president of Yale College, are not sufficiently known and prized in this country. His book on the "History of the Three Judges," formerly alluded to, seems in every way deserving of notice.

The Vesper Hour*

Under the Direction of Chancellor John H. Vincent

Baccalaureate Sermon

Delivered to the C. L. S. C. Class of 1911, at Chautauqua, N. Y., on August 13, 1911, by Chancellor John H. Vincent

THE text to which I call your attention at this time is recorded in the prophecy of Hosea in the third verse of the sixth chapter: "Then shall we know if we follow on to know the Lord."

When Hosea said this, he was not delivering an address to students nor to scholars. We need not now study the local situation which made these words appropriate. They express a great truth, as valuable to us as to the ancient people to whom they were written.

A thoroughly religious life increases intellectual power. Perseverance in the study of the divine character and the divine will yields knowledge and insight and develops personal force. The man or woman—the student, old or young—will by "following on to know the Lord" necessarily gain intellectual insight and vigor.

"If we follow on to know:" to know, to aim at knowing, to follow on with purpose and with persistency of purpose—reading, hearing, investigating, thinking, discussing, experi-

*The Vesper Hour continues the ministries of Chautauqua's Vesper Service throughout the year.

menting; it is only this way of earnest endeavor and resolve that we can know the hidden things, the radical and essential things of the spiritual world and the spiritual life.

"Follow on to know" is a great deal more than becoming for the nonce interested in a topic. It involves the habit of experimentation for profitable, edifying personal experience and character. "He that doeth shall know," said the Great Teacher. It is only when one's executive faculties attempt to *do*—to put what they know into conduct—that the intellectual forces are at their best. To drop for the nonce the puzzling problems that bewilder the interest and to *do the deed* of expression, of help, of service, of self-denial, of fidelity to a disagreeable duty—this is usually to find the problem solved.

It is "following on to know" that finally finds the secret of personal power, for it is "following on to know" that gains scholarship—the increase of learning, the gift of master-ship, the will-power that guarantees mental concentration, persisting in holding to a line of thought, the solving of problems, the dissolving of fields and mountains of ice and all barriers in the realm of research and endeavor—and that resists temptation and that unlocks the door of the most sacred inner life.

It is thus that a really religious life—a thoughtful, steady, faithful, religious and church life—promotes intellectual discipline. It may be as valuable as mathematical, linguistic and scientific studies in the promotion of a personal training worthy of being called an education. Look at that for a moment. Consider the intellectual activity and breadth required by one who thinks much about God—his existence, his infinity, his character, his activity in this vast universe and in the reaches of the centuries. How the effort to grasp the idea of God expands all the powers of the soul; commanding self-control, fixed and persistent attention, intensity of interest, eagerness to know, to understand, to realize God. How the problems that are started

in one's soul at the thought of an Infinite Deity kindle wonder and desire to stimulate the imagination and arouse the will force.

Thus prayer—intelligent, earnest, absorbing, fervent, believing prayer is intellectual *praxis* equal to and in some respects having an advantage over mathematical and linguistic studies. When one with closed eyes aims and persistently endeavors for a time every day to apprehend and to realize the presence here and now of the infinite and eternal God and to open converse with him who is omniscient, omnipotent, all-wise—and who is LOVE—how *can* it be other than stimulating and invigorating to all the faculties of the personality. Secret prayer to the God of the Old and New Testament is a means of mental discipline and expansion incomparably greater and more valuable than any other form of psychological activity. Of course it is not a substitute for any other normal process of intellectual endeavor—but it commands and stimulates all the faculties and gives added value to every form of scientific, literary, sociological and religious thought.

Then there is the wonderful power of unconscious cerebration. Everyone is thinking all the time. The brain is always busy. The more one puts into his memory the greater the quantity and the greater the variety of activity. The more one develops symmetry and self-control and the deliberate direction of the current of thought always operating, the richer the results when one uses pen or tongue for expressing his wish, will or conviction.

What a pity, seeing that the mental mill is always in action, not to control the activities of "unconscious cerebration" and keep in hopper and bin an abundant supply of material—facts and ideals—that one's brain may be doing sane and useful work even when he rests or sleeps.

Blessed are the people and blessed the church whose pastor is always intent on making thinkers of his hearers—stimulating them by sermons that take hold of them, by

books and papers that he scatters, by habits of home reading and conversation that he forms or fosters, so that they are eager to hear what he says in the pulpit and to read the literature which his ingenuity and intense earnestness scatter through the homes of his parish. The children of the pastor's fold stay longer in the public school than was the custom before he came, and more of them go to college because of his personal influence, example and appeals. And this is a very important part of his ministry as the pastor of a church.

A really thorough religious life contributes to intellectual discipline and enrichment. What we call "education" embraces the self-discipline which makes possible, at will, intellectual concentration—personal thinking—protracted and undisturbed—by which one may see through a subject and discover its relations and possible applications to life. A trained intellect applies the will force to the extension of research, the testing of theories, the removal of difficulties, the devising of policies. It is able to persist in its scrutiny, judge justly concerning incidental suggestions and appearance, and carry to the end of its application every principle involved in the investigation it has undertaken. All these fine intellectual results follow the habit of conscientious religious reflection and devotion.

Religious life includes intellectual life and growth. Intelligent and continued attention to the invisible and eternal realities which are involved in the act of prayer must promote mental as well as spiritual power. There is no intellectual discipline more effective than prayer. The vastness of the invisible world which the true worshipper must recognize and about which he must think while he prays necessarily expands the intellect. Prayer may be a better intellectual stimulus than mathematics or any branch of science.

Far more vast and inspiring than the sweep of space or the multitudinous worlds that occupy it is the thought of the Infinite Wisdom and Power and Love of Him who

dwells in the high and holy place and who at the same time loves to tabernacle in the humble soul of the devout, gentle, and obedient disciple of Christ. As the sun may be mirrored in a dew drop, Christ may dwell in a child's heart and make it both glad and strong. A genuine religious life promotes concentration of thought, strong resolve, persistent endeavor. It leads to increasingly wide and varied fields of reading, observation, and conversation. It creates an interest in politics, local and general, in civilization—the civilization of today, the world over, in invention, in scientific discoveries, in commerce, in all forms and departments of education. If the figure and the picture in the New Testament of the Judgment Day should be literally fulfilled, and if it should happen on the morning of election day, see to it that your vote has been cast before the horn of Gabriel sounds its summons. I have no patience with the piety which disregards the responsibilities of life.

You are living now in eternity. This is eternity. Don't be afraid of it. Live as befits it. Live to enrich it. Live to enjoy it. Transact your business in shop, mill, bank, field, forest, ship's deck, deepest coal or iron mine, kitchen, parlor, on excursion train or at a royal dinner table—have "a good time"—a time of gratitude for this world of beauty and opportunity. Whatever you are, wherever you are, be at your human best with God's life in your veins, God's light in your eyes, God's love in your heart and God's gracious guidance in all your ways. Then Gabriel's trumpet will be music to you, celestial music, an announcement of the open gate and the outstretched hand of welcome and a crown of gladness and a waving palm of victory.

And then all the problem will be solved—and well solved. And if you have really accepted God's gracious offers and feel at home with Him where you belong, you will enjoy Him. And if you don't enjoy Him His home would be a prison to you, the air stifling, the music harsh and repelling and the company uncongenial. Heaven to you

would be Hell; and your Hell, a relief from the agonies of Heaven created by an atmosphere you never cared to breathe on earth and could not breathe easily in Eternity. God loves you too well to give you a place in Heaven. It would be torture to you as earnest religious services are to you here on earth. He will do the best he can for you. It may be that the best will be darkness and loneliness and disappointment and memories. But don't console yourselves with the thought of Eternity by supposing that Heaven with its clear atmosphere, its radiant light, its sweet music that only reverent love can make and only reverent love appreciate, and its royal fellowship, would be anything else than torture to you. What you do not care for here you could not care for there. Whatever Heaven may be to a soul prepared for it by the practice of the heavenly life on earth, you may be very sure that it will not be yours if its Christ be a stranger to you and by you here neglected. God pities you too much to compel you to breathe an atmosphere you have refused to prepare for. He will in love—the love of pity assign you to your own place—the place you have chosen and practiced for and for which you have been well fitted.

Just what heaven may be in the literal details of it, I do not know. No one knows. The heaven of Christ and his saints will have an atmosphere in which only those prepared for it can breathe—to others it would be torture; a force of spirit which only those who have received it and learned to live by it can possess—to others it would be stifling. All we know about heaven is what this Word of God tells us. All our hope for it is based on what that Word says.

No, I am not following my preference and finding pleasure in these sad words. I am suppressing the selfish hunger of my heart in saying what I do. But I am God's messenger—an unworthy one, I know—but I am not optimistic beyond the optimism of Christ. I think it is dangerous to live in this world or any other world without intelligent deliberate

and resolute love for the service of Christ. And all that I know about the future is what he said. And I say to you: Read all that he said about the future. But if I were you I certainly should not give hope where he did not give hope, nor hold up moral, spiritual and celestial standards for the testing of character which his own teachings do not justify. The most dangerous thing in this world is a positive but unwarranted optimism. And if I at all understand the tone, the spirit, the language of Jesus Christ I am compelled to declare that my only hope for the human soul in the future life is based on the teachings of Jesus Christ, who is to my faith the Alpha and Omega of this revelation, the Corner Stone of the Christian Faith, the positive and trustworthy Revealer of the possibilities of the future. In all the literature of the centuries we find no one, no name, no theory worthy of a moment's consideration as a substitute for Jesus the Christ.

And concerning the unenlightened individuals who never having heard of him have accepted with heart, conscience and will the highest conception their own religious faith has given to them, I have confidence to believe that they will open their eyes in the Eternal City of God to recognize (and that with rapture) in Jesus Christ the real representative of the faith they fostered and the righteousness to which they surrendered. And as they look upon Christ they will see in him the Glorious Reality to whose faint shadow in their more limited sphere they gave allegiance.

To the Representatives of the Class of 1911: Greeting and benediction:

You commemorate in your name—the Longfellow Class—one of our most distinguished Americans and you take from his pen your keynote in the motto of your class: "Act, act in the living present."

It is indeed in the "living present" you live. The age is alive with large conceptions of the significance of life, in our own great continent, and in the two great countries you represent: England and America.

It is in America and England we are to look for noble ideas of freedom, intelligence, political responsibility and an aggressive Christian civilization. We represent in the Dominion and the Republic different forms of government but we alike represent the freedom of the individual, the right of all men of all classes to the most thorough education; the necessity of righteousness in the individual citizen; of the thorough education of our children and youth in the great principles at the foundation of both governments: faith in God, good will to men, education for all people to whom God has given the power to acquire knowledge, and the cultivation of all classes of the people in the qualities that make for intelligence, personal responsibility, reverence, kindness, and co-operating endeavor as citizens (Christians and Hebrews), that we may illustrate to the rest of the world how possible are justice, righteousness, good neighborhood and the noblest type of education and of reverent faith notwithstanding differences in opinion, in blood, in national antecedents and in religion.

Let us be magnanimous. Let us cultivate the noblest type of charity, racial, religious, political, and dedicate ourselves this golden summer day to the largest, noblest, most generous type of life the race has ever dreamed of and the gracious God has ever made possible to his children. Be wise in all aggressive movements, but never be *satisfied* with any advance ground we have been able to occupy; but every day *look up* and *look ahead* a little beyond the forelook and the uplook of the day before.

To this breadth of vision and largeness of life and nobility of personality I exhort the members of the Longfellow Class on this day of your graduation and close my appeal in the language of your own class motto: "Act, act in the living present."



ODE OF THE CLASS OF '11

Fair Chautauqua, thou dream of the faithful
Who follow the pathway divine,
We come with devotion to offer
Our tribute of love at thy shrine.
From our homes on the shores of Atlantic,
From the land of the palm and the pine,
From the prairie to peaceful Pacific,
We bring fairest laurels to twine.

Chorus—

We belong to the Class of Eleven!
We belong to the Class of Eleven!
With Chautauqua salute now be given
Three cheers for the Class of Eleven!

Four years of devotion to learning,
The goal ever shining in view,
Four years, with persistent endeavor
We've sought every task to pursue;
Knowing well that each step in our progress
Makes us stronger to dare and to do,
Let us fare ever onward and upward
Till the last Golden Gate is passed thro'.

Chorus—

Then three cheers for the Class of Eleven!
Then three cheers for the Class of Eleven!
With hand, heart and voice be it given—
Three cheers for the Class of Eleven!

CLARA MARBEE MUNROE, Fall River, Mass.



1911 AT CHAUTAUQUA

1911 has passed the Golden Gate. It happened on a day of brilliant sky and amid singing and applause and flowers. The Elevens were escorted by representatives of all the graduate and undergraduate classes marching under their fluttering banners, by flower girls, and by the band. After the Recognition by Chancellor Vincent in the Hall of

Philosophy the procession moved to the Amphitheater and listened to a stirring address on "The Larger Selfishness," by President George E. Vincent. In the afternoon they received their diplomas at the hands of Bishop Vincent, and in the evening they went in a body to the Alumni Banquet at the Hotel Athenaeum. President Vincent was toastmaster and responses were made by Dr. Jesse L. Hurlbut, president of the Society of the Hall in the Grove, Miss Kate F. Kimball, executive secretary of the C. L. S. C., Mrs. Mabell S. C. Smith, assistant editor of *THE CHAUTAUQUAN*, Dr. George Hodges, Dean of the Lawrence Theological School, Miss Mary Merington, president of the Class of 1911, and Prof. S. C. Schmucker, honorary president of 1908.

The dinner was the culmination of 1911's season's activities which were always pleasant and as varied as might be expected from the originality of Miss Merington, who is always resourceful. One of them was a "Recognition" of a member of the class who could not stay for Recognition Day. His diploma was given him in private by Chancellor Vincent, but his classmates held a humorous service for his benefit, making human arches of themselves for him to pass under. 1911 was given a reception in Alumni Hall by all the other classes, and it, in its turn, received the C. L. S. C. world on the evening before Recognition Day, when it occupied the place of honor in Alumni Hall, while the other classes received in their own rooms.

The class thought itself uncommonly fortunate in having its baccalaureate sermon preached by Chancellor Vincent, who took for his theme, "Follow on to know the Lord." The vigil on Sunday evening was a beautifully symbolic ceremony, and was conducted by Dr. Hurlbut.

The personnel of the Class included some interesting people. Miss Merington, the president, enthusiastic in all her undertakings, for many years the president of the Outlook Club, has been a leader whom her classmates loved to

follow. Mr. Elias D. Smith, author of a poem which appeared in a recent Round Table, is a traveler who has visited unfrequented places and 1911 spent one pleasant afternoon listening to an account of his journey to South Africa. Miss Jane Judge, society editor of the Savannah Morning News and former editor of The Chautauquan Daily, is another member of the class, as is Miss Phoebe Elliott, also of Savannah, who has conducted the Chautauqua Sunday School Kindergarten for several years. Mrs. Clara Monroe of Massachusetts wrote the Ode which leads the Round Table of this issue, and Mr. L. L. Campbell, one of the vice-presidents, is a professor at Simmons College, Boston.



CLASS POEM OF THE "LONGFELLOW CLASS" OF 1911.

A PSALM OF LIFE.

Tell me not, in mournful numbers,
Life is but 'an empty dream!—
For the soul is dead that slumbers,
And things are not what they seem.

Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul.

Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each tomorrow
Find us farther than today.

Art is long, and Time is fleeting,
And our hearts, though stout and brave
Still, like muffled drums, are beating
Funeral marches to the grave.

In the world's broad field of battle,
In the bivouac of Life,
Be not like dumb, driven cattle!
Be a hero in the strife!

Trust no Future, howe'er pleasant!
Let the dead Past bury its dead!
Act,—act in the living Present!
Heart within, and God o'erhead!

Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwrecked brother,
Seeing, shall take heart again.

Let us, then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.

—Henry Wadsworth Longfellow



GRADUATES OF OTHER CLASSES

The graduates of previous years who go through the Golden Gate and receive diplomas each season at Chautauqua always are a group as enthusiastic as the graduates of the year, sometimes with increased eagerness because their Recognition has been long delayed. This year the Pioneers of 1882 were represented by one member, the second class, the 1883's by four, and with five exceptions, the classes of every succeeding year.



NEW TABLETS

On Recognition Day the Classes of 1886, 1907, and 1912, participated in the dedication of their mosaic tablets. Each class contributes one of these tablets to the decoration of the floor of the Hall of Philosophy. The tablets contain the name, date, and emblem of the class.



RALLYING DAY

"This is C. L. S. C. Rallying Day," said President George E. Vincent in opening the meeting on Saturday, July 29, when some 1,500 people gathered in the Amphitheater to listen to the plans for the Reading Course for the coming year. "We are here to think upon the Chautau-

qua Literary and Scientific Circle, to think upon the definite plan which originated in 1878 and which has since that time interested hundreds of thousands of people, and which has given rise to similar undertakings in several foreign countries." After outlining the material of the American Year, Mr. Vincent introduced Mrs. Mabell S. C. Smith, assistant editor of *THE CHAUTAUQUAN*, who spoke briefly upon the opportunity opened by the course for community as well as individual broadening. Prof. A. W. Gilbert of Cornell University, president of the new C. L. S. C. Class of 1915, dwelt on the universal appeal of the course. Miss Merington, president of the graduating class, praised the C. L. S. C. as a potent though quiet factor in bringing about fellowship and good feeling between England and America. Mr. Arthur E. Bestor, director of Chautauqua Institution, urged his hearers to read what was worth while and not fill their minds with useless rubbish. Miss Kate F. Kimball, executive secretary of the C. L. S. C., expressed herself as having brought back from her English trip, which resulted so pleasantly for the readers of *THE CHAUTAUQUAN* in the series on "English Cathedrals," a renewed love of her own country and a renewed appreciation of the growing friendliness between it and Great Britain. Mr. Frank Chapin Bray, managing editor of the Chautauqua Press, recalled Dr. G. Stanley Hall's interest in the fact that over one third of the C. L. S. C. readers have been over thirty years old, and quoted the result of the latest scientific investigation which has shown that 64 per cent of the greatest work of 400 of the world's greatest men was done after their sixtieth year had been passed. The meeting closed by the offering of greetings from the British National Home Reading Union brought by Miss Kate Stevens, an Englishwoman whose occasional visits to Chautauqua give especial pleasure to the large audiences that always greet her.

Forty-eight delegates were registered at the C. L. S. C. office this year. In the afternoon of Rallying Day the cus-

tomary reception in the Hall of Philosophy brought together delegates and members who grouped themselves by states and sections and received their friends with cordiality.



1911'S BELONGINGS

The banner of the Longfellow Class is of white, bearing a figure of the youthful Hiawatha framed in sprays of chestnut. The name of the class and its motto, "Act,—act in the living present," are also displayed against the snowy background. One of the officers of the class gave for the decoration of the Class Room a framed picture of Longfellow's house in Cambridge, and another officer a large portrait of Longfellow.



ROUND TABLE AND COUNCILS

C. L. S. C. readers always look forward with pleasant anticipation to the Round Tables and Councils where subjects connected in some way with the year gone by or the year to come are presented in informal fashion. The Councils, in addition, give opportunity for discussion of problems connected with circle work and management. As last year, all these meetings were held in the Hall of Philosophy, the Round Tables on Friday afternoons throughout the season and the Councils five times a week from Rallying Day to the end of Recognition Week. Linking last season's topics with the coming season's "Twentieth Century American," an Englishman's views of America, Miss Kate F. Kimball gave at the first Round Table a delightful paper entitled "Among English Cathedrals." It sketched with charm and humor some of her experiences in preparing her English Cathedral series in THE CHAUTAUQUAN of 1910-11. The August issue of the magazine being given over to a Reading Journey through Mexico, of especial timeliness in view of the recent upheaval, Mr. E. H. Blichfeldt, the author of the Reading Journey and

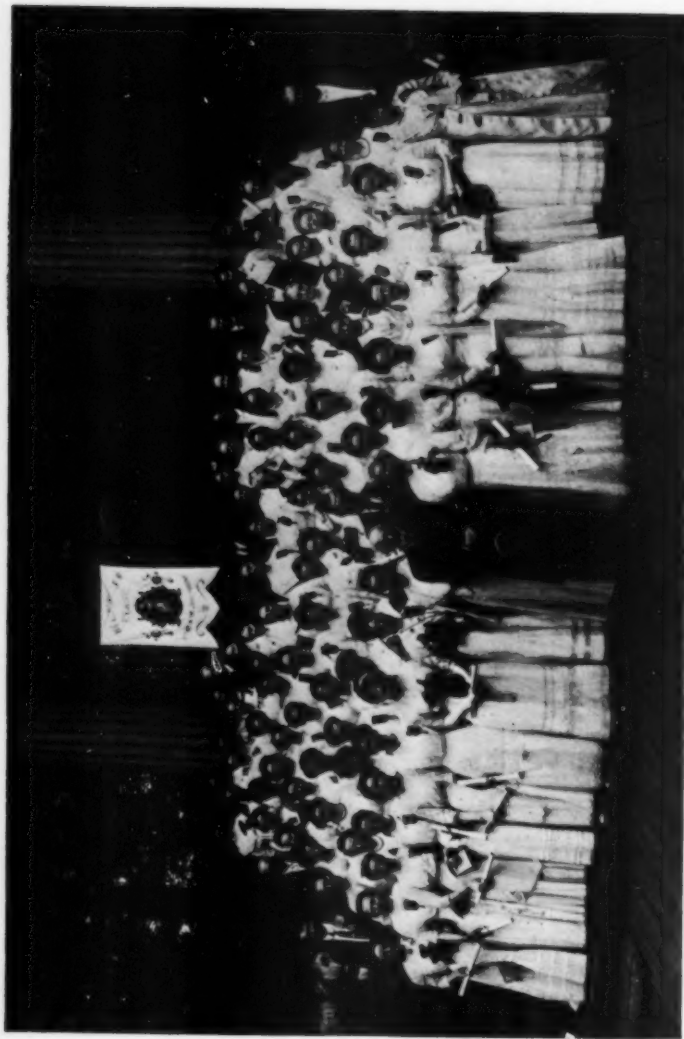
the assistant managing editor of the Chautauqua Press, spoke at the second Round Table hour on "Our Southern Neighbor, Mexico," making clear the characteristics of the people and the importance to us of intelligent knowledge of them.

At a Federation of Women's Clubs meeting in Pennsylvania a year ago, Mr. Charles Zueblin, with his usual energy, pronounced W. Allen Smith's "The Spirit of American Government," to be "one of the best books ever written," so it was not surprising that he should have given it a rousing review at the third Friday hour. It was a piece of special good fortune for C. L. S. C. readers that the author of "Materials and Methods of Fiction," Mr. Clayton Hamilton, should have been on the grounds this summer, lecturing in the Summer Schools and on the platform. The opportunity to do with him work preparatory to that of the winter's campaign was one of which Circle leaders gladly availed themselves. Mr. Hamilton's Round Table talk on "How to Get the Most Enjoyment Out of Fiction" was delivered with a spontaneity that was pleasant in itself. Prof. Frank C. Lockwood of Allegheny College at a later Round Table took up Mr. Hamilton's book in considerable detail, giving specific suggestions for supplementary reading in connection with its study. At one of the Councils Mr. Charles E. Rhodes of Buffalo, a member of the English faculty of the Chautauqua Summer Schools, made a careful analysis of Hawthorne's "Scarlet Letter," and at still another mid-day meeting Mr. Percy H. Boynton, Secretary of Instruction of Chautauqua Institution, discussed the Problem Novel. These reinforcements of the literary side of the coming year, which includes not only Mr. Hamilton's book but also Mr. Benjamin A. Heydrick's series, "As We See Ourselves," in THE CHAUTAUQUAN, were of marked educational value as well as of great present interest.

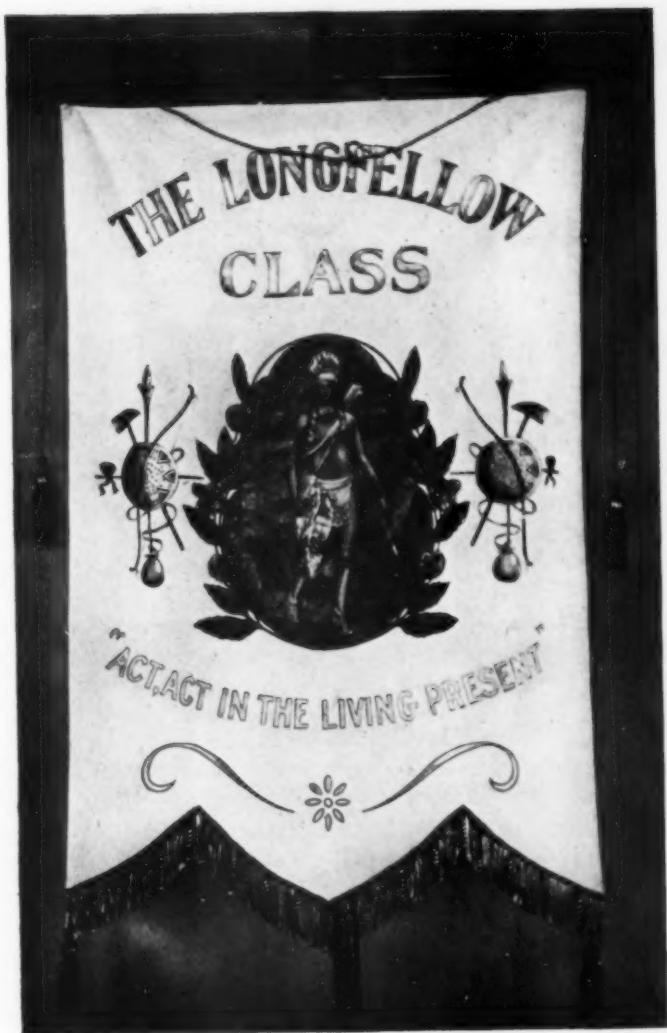
At the platform meeting on the afternoon of Recognition Day, Mr. Arthur E. Bestor, Director of Chautauqua



Hall of Philosophy Tablets Dedicated in 1911



Class of 1911. In the center of the front row are Chancellor Vincent, Miss Kimball, Executive Secretary of the C. L. S. C., and Miss Merington, president of the class



1911's Banner



Memorial Bible



Mr. Rhodes



Mrs. Compton



Mr. Robertson

Three of the Council Speakers

Institution and an authority on history and political economy, reviewed H. Perry Robinson's "Twentieth Century American." Its treatment of the peace problem was also touched upon by Mr. Frank Chapin Bray, Managing Editor of the Chautauqua Press, in his talk on "International Peace" before an early Council. Jane Addams's book, "Twenty Years at Hull House" was reviewed at a Round Table by Mrs. Mabell S. C. Smith, assistant editor of THE CHAUTAUQUAN. Miss Grace B. Drake of Cleveland, who is connected with one of the Settlements in that city, at another Council took up "Some Forms of Social Service," suggested by Miss Addams in "Twenty Years at Hull-House" and also in her "Spirit of Youth and the City Streets," the teaching of dancing and the giving of plays being the two special phases whose usefulness was cogently presented by Miss Drake.

Prof. L. L. Campbell of Simmons College, Boston, addressed both a Council and a Round Table on the subject of "The Engineer in the Home and the Home Town," his treatment being practical and calculated to show the presence of engineering problems in the everyday aspects of the home. In connection with the South American Reading Journey, which is to make the travel series for the coming winter, Mrs. Rebecca Compton, who for twenty-nine years was a missionary in South America, spoke before one of the largest audiences of the Councils on some of her South American experiences. Chautauqua's new art interest which expresses itself in the American Art Extension through which teaching material and splendid painting proofs of masterpieces may be had, was explained on another day by Mr. Francis H. Robertson of Chicago.

All the Councils were characterized by the ready participation of the audiences, who eagerly asked questions and sought advice for help in Circle work for the coming year. Definite problems relating to graduate and other activities were taken up at those Councils where discussions were

general and delegates made reports and the talks were full of suggestion and helpfulness.



SOCIAL SIDE OF THE C. L. S. C.

The Monday social hours of the C. L. S. C. in Alumni Hall were under the general direction of Miss Una B. Jones of Stittville, N. Y. Miss Jones and her assistants brought about a charming series of afternoons, representatives of different classes receiving and assisting, and Chautauqua writers, the new class, and the graduating class being at different times guests of honor. On two occasions photographs decorated the walls, Miss Kimball contributing her English views to the pleasure of one afternoon, and Mr. Blichfeldt exhibiting his Mexican souvenirs on another.

The Hotel Athenaeum was the scene of a reception for Miss Meddie Ovington Hamilton, Field Secretary of the C. L. S. C., a woman of gift and charm, whose success has been marked in telling the C. L. S. C. story at assemblies and in the South and the Middle West. Miss Hamilton lectured at Chautauqua this summer before a large and absorbed audience.

On the evening before Recognition Day a promenade concert and illumination entertained the general populace on the Lake Front, while all friends of the C. L. S. C. passed the splendid Athenian fires flaming about the Hall of Philosophy and visited the Class Houses of 1882, 1884, and 1885, and Alumni Hall where all the other classes, graduate and undergraduate, held festival in their respective class rooms.

Of special festivities there were many. The Class of 1884 had weekly receptions; 1914 had a steamer ride, entertained 1915, unveiled a bust of Dickens, and partook of its annual breakfast; 1908 enjoyed a description of a member's "memory chain" recalling her European travels. 1915's fellow occupants of the room in Alumni Hall welcomed the

new class to its shelter; 1913 had an afternoon of readings; and 1910, last year's graduating class, entertained 1911, the class of this year.



THE MEMORIAL BIBLE

One of the most impressive events of the Chautauqua season was the presentation of the Elizabeth Dusenbury Vincent Memorial Bible to the Hall of the Christ by the Class of 1901 of the C. L. S. C. The Decennial Committee of this class decided on this gift two years ago, and the ceremony took place on the afternoon of July 27. The committee, through its chairman, Miss Carolyn Leech of Louisville, Ky., offered the volume to the president of the class, W. S. Bainbridge of New York, who made the presentation speech. The Bible was accepted by President George E. Vincent of Chautauqua Institution, and the dedicatory prayer was made by Dr. Shailer Mathews of the University of Chicago. Bishop John H. Vincent read the Scripture lesson from the new book. It is a handsome edition in purple leather beautifully decorated and with silver clasps. Every part is entirely hand-made. It was covered by an American flag. The Bible is presented as a memorial of the late Mrs. Vincent, wife of Bishop Vincent.



THE VERANDA

Again this year Mrs. S. Hamilton Day, wife of the pastor of the local church, presided over the C. L. S. C. Veranda, and added many new acquaintances to her already long list of C. L. S. C. friends. One of the pleasantest evenings upon the veranda was Mrs. Day's reception in honor of Miss Georgia L. Hopkins, who was the Lady of the Veranda for two years, and engineered the early life of the Classes of 1912 and 1913.

FRANK DUNLAP FRISBIE

The following resolutions of respect were passed by the Class of 1896 in memory of its president, and the secretary of the Society of the Hall in the Grove:

Whereas, Our Heavenly Father in his wise providence has removed from our midst our beloved president, Frank Dunlap Frisbie, therefore,

Resolved, That the Class of 1896 of the C. L. S. C. hereby expresses its appreciation for the devoted services rendered and for the loyalty manifested by him to the class, and also tenders to his bereaved parents the assurance of sympathy in their deep sorrow.

Resolved, That a copy of these resolutions be sent to his parents, one printed in The Chautauquan Daily, and another be recorded upon the minutes of the class.

MRS. CYNTHIA A. BUTLER,

MRS. MARGARET A. SEATON,

MISS EMILY E. BIRCHARD,

Secretary.



1903 TABLET FUND

The Class of 1903 is eager to secure the \$30 which remains to be gathered for its memorial tablet in the Hall of Philosophy. Any contributions, large or small, may be sent to Miss Evelyn Dewey, 146 East Thirty-sixth street, New York City.



CLASS CO-OPERATION

Alumni Hall at Chautauqua is fast making history. Now that many of the class rooms form the habitat of at least four classes, the spirit of co-operation is developing in the most satisfactory manner. The Ruskin and the Dickens classes rub elbows with the Laniers and the Pierians. The Gladstones, Altrurians, and Philomatheans cheer on the Progressives of '86 who have reached their twenty-

fifth celebration. Out of this delightful good comradeship, schemes for further class co-operation are continually unfolding. One of the latest springs from the group comprising '89, '97, 1905 and 1913. They propose to add to the homelike qualities of their room a well-filled book case. The collection of books is to be historic and unique. It is to comprise one copy of each book in the Chautauqua Course from 1878 to 1917. Moreover the collection is to have a peculiar personal touch. So far as possible each book is to be the gift of a different person, so that many people may share in the plan. There will be only one copy of each book, so the scheme does not contemplate the despoiling of cherished possessions, but in many households the accumulations of the years, and the changes in home surroundings will make such gifts very possible. It is desired that each book shall have written on its fly leaf, the name, residence of the donor, whether read by an individual or circle reader, how many persons have read it, and any interesting facts which will give the volume some personal historic flavor.

The Classes have distributed this gathering of books as follows: '89 will secure those from 1888 to 1893; '97 will cover those from 1893 to 1901; '05 takes the years 1901 to 1909 and '13 is responsible for 1909 to 1917.

Members of the respective classes who can make contributions are asked to write to their class secretaries whose names will be found in the Class Directory in this CHAUTAUQUAN, and give full particulars, so that there may be no duplication of books.



THE "JANE ADDAMS" CLASS

It is indicative of the growing social spirit of Chautauqua that the new Class of 1915 named itself the Jane Addams Class. The immediate predecessors of 1915 have borne the names of poets and men famous in the world's history, Longfellow, Gladstone, Dante, Tennyson, and so on. But this seemed to be the psychological moment for

the social spirit to find its full expression. "Twenty Years at Hull-House" is one of the required books for this American Year and the new class responded by common consent to the suggestion of one of their number that they should honor themselves with the name of the acknowledged leader of the great social movement in America. As 1915 gradually awoke to its class consciousness, enthusiasm developed and numbers increased rapidly. Professor A. W. Gilbert, head of the new school of agriculture and a member of the faculty of Cornell University, was unanimously chosen for class president. A goodly list of vice-presidents representing this nation-wide class were selected. The banner committee, charged with the cheerful duty of fabricating a banner for display on Rallying Day, happily suggested mottoes which the class is still discussing at the time at which this is written. The "Jane Addams" Class, with youthful idealism, was seething with schemes to make 1915 the finest of all Chautauqua classes, and a "Jane Addams" scholarship of \$50 to be given to some needy student in the Summer Schools was suggested, but further counseling advised first the working out of a plan for class necessities with the scholarship idea as a sort of temporary mental background to serve as a constant inspiration. The general sentiment favored a very simple but artistic class banner as inexpensive as possible. The Class, housed comfortably in a cosy room in Alumni Hall, gladly joined in contributing their share to the building which is a pleasant illustration of the forethought of fellow-Chautauquans. They also learned with pleasure that they might still have a chance to contribute to the beautiful classic Hall of Philosophy in recognition whereof each class places in the floor of the Hall a mosaic tablet commemorating the name, year, and emblem of the class.

The American laurel, now so widely agitated as the possible national flower, was selected by the 1915's for their class emblem, and President Gilbert promised to undertake

the transplanting of the shrub in the Chautauqua School Garden, so that it might be available for decorative purposes by all 1915's. Members gladly left in the Treasurer's hands their contributions, great and small, but the small gifts, and many of them, are especially desired by the class, in order that the "Jane Addams" class spirit may be of the universal sort. The Class is going forth to gain recruits and establish circles. One member, a California teacher, lives forty-six miles from a railroad. The Chautauqua Circle had been her dream for many years. This summer she realized it with her visit to Chautauqua itself. When the incident was realized, one member said, "Please give me her address, I'd like to send her a friendly note at Christmas time." The social spirit has taken hold of 1915 at the outset.



86'S CELEBRATION

The season of 1911 at Chautauqua was of unusual interest to the Class of '86 because of its being its twenty-fifth anniversary. Some forty members of the Class were present and several pleasant social gatherings were held, including special anniversary exercises.

The '86 Tablet in the Hall of Philosophy was dedicated in connection with Recognition Day exercises.

The Class presented to the Aula Christi, through Bishop Vincent, an anniversary gift of eighty-six dollars. The honor of conveying the greetings of the Class and the gift to the beloved Chancellor was accorded Rev. J. T. Whitley, D. D., Mrs. R. B. Burrows, and Miss Effie Danforth. So cordially were they received by the Bishop and so pleasant and informal was the interview that to the callers it was the most memorable event of the season. Bishop Vincent received the gift graciously and suggested that it be used for pictures for the Hall of the Christ. The letter of presentation follows:

To Bishop John H. Vincent,

Chancellor of Chautauqua Institution:

Greeting: Our Class, "The Progressives," on this, the 25th anniversary of graduation, desire to present to you, the honored and beloved Founder of the Chautauqua Literary and Scientific Circle, their hearty congratulations and affectionate good wishes. The few of us who have been present at Chautauqua this season feel assured that we represent the surviving members of the Class, wherever they may be, in extending to you this loyal greeting, and wishing for you health, happiness, and the realization of your heart's best desires.

As a slight, but tangible, expression of our affectionate interest, we beg to hand to you herewith a purse of eighty-six dollars, wishing that we could increase it to the more adequate sum of eighteen hundred and eighty-six golden tokens of our good will. We request that the sum be used, according to your judgment, in decorating or furnishing "The Hall of the Christ."

Signed, in behalf of the Class,

Eli H. Long, Acting President,

Effie Danforth, Assistant Secretary.

Chautauqua, August, 1911.



FIVE YEARS GRADUATED

In honor of their fifth anniversary the 1906's entertained with all cordiality the three other classes in their room in Alumni Hall on a fine summer's day.



CLASS RESPONSIBILITIES

The undergraduate classes have certain responsibilities for which their treasurers are collecting funds. Each class, during its undergraduate years, gathers \$100 for its share of the upkeep of Alumni Hall, \$100 for its tablet in the Hall of Philosophy (that much also including the Class's payment on the building expense of the Hall), and money

for its banner and for its annual running expenses. While donations to these funds are purely voluntary, every reader wants to have some share in these expenses common to the whole class. All contributions for the funds of 1912, 1913, 1914, and 1915 may be sent to the Class Treasurers who are listed at the back of this Magazine.



GUILD OF THE SEVEN SEALS

The Guild of the Seven Seals, long the highest order of the C. L. S. C., (available for all who had fourteen seals), held many cosy meetings this Summer, where the elect pondered over the past and planned for the future. The ardor with which Chautauquans have possessed themselves of seals made it possible for Chancellor Vincent to announce a few years ago a new Highest Order, the Inner Circle, to be bestowed upon those who had seven times seven, or forty-nine seals. Many have already entered this order. One graduate of 1911 had earned twenty-five seals and was welcomed into the membership of the Guild with a special service of welcome devised for this occasion. On Rallying Day the Guild had a special booth at the afternoon reception, awakening the enthusiasm of many graduates in new courses of study. During the past year seven Letter Circles have been formed among members to keep each other posted on their progress in study.

Such a group of people as this who have been intent upon various study courses for the year past found great delight in comparing notes. Social gatherings brought about many tête-a-têtes and the cords of friendship were strengthened. The greatest number of seals represented at this time was 110 which appeared upon the diploma of Mrs. Frank M. Nichols, Atlantic, Iowa, of the Class of '98. The Guild showed effectively behind its banner on Recognition Day and all are intending to take the new course for the current year in addition to schemes for Bible study.

The letters of the Guild of the Seven Seals Letter Cir-

cles increase in interest as they go around the circle. "We do what we have to do, a large part of the time," says one writer, "but spare moments express the real self." One reader thinks "Mental Growth and Control" the finest book she has read in the C. L. S. C. courses. "Every year is better than the preceding years," she says. The President of the Guild, who is a member of the Inner Circle, has been so busy with her new duties as secretary in the suffrage headquarters in New York, that she has not earned as many seals as usual. Miss Landfear is in America representing the Huguenot College, the only college for women in Africa. This school has a high standard and is sending out young women who are a power throughout Africa, moulding the life and thought of their communities. A member of the Class of '82 who is busy, happy, and active, has adopted a little girl. She says, "I keep humming all day in my heart the refrain, 'Glorious things of thee are spoken, Chautauqua, City of my love.'"



A WORD REGARDING THE REVIEW QUESTIONS

Many readers of the four years' course find both pleasure and help in the reviewing and writing out of the answers to the review questions. Some members have an impression that this is memory work, and so are discouraged from attempting it. Let it be said that this is not the case and never has been. From the first days of the C. L. S. C. members have been encouraged to test themselves with the questions, consult their books so far as necessary, and state the answers in their own language. The benefit of stating a thought clearly in your own words impresses the fact upon your mind, makes it clear to yourself, and increases your powers of expression. "Never be discouraged" applies particularly to this work. Try the review and you will find that your powers *grow* as you exercise them.



1914'S DICKENS CARDS

1914, the Dickens Class, is selling for the benefit of its

class fund a card of the class color, blue, bearing the class motto, and a real Dickens centenary stamp. The cards, with envelopes, may be had of the Chautauqua Book Store for ten cents each.



A PIONEER OF NINETY

Mrs. Sarah D. Northrup of the Class of '82 the Pioneer Class, has recently celebrated her 90th birthday. She illustrates in a marked degree the C. L. S. C. belief that "Education ends only with life." She began private teaching when she was a girl of fifteen, was married at twenty-two, and after her children were grown found congenial occupation once more in the work of a teacher. In these late years of her life she has regularly taught a class in the Presbyterian Sunday School. She joined the first class of the C. L. S. C. in 1878, carried on graduate courses with characteristic enthusiasm, and is a member of the Guild of the Seven Seals. The '82's may well be proud of their classmate.

SPECIAL PROGRAM FOR DANIEL WEBSTER'S BIRTHDAY,
OCTOBER 24

1. *Biographical Sketch.*
2. *Reading.* "In Reply to Hayne."
3. *Explanation.* "Webster and the Abolitionists," with reading from Emerson ("Ill fits the abstemious Muse a crown to weave"- and Whittier (in "Ichabod" and "The Lost Occasion").
4. *Tributes.*
5. *Reading* of oration delivered at Plymouth in 1820 or on laying of the corner stone of Bunker Hill Monument in 1825.
6. *Recitation.* "Birthday of Webster" by Holmes.



ANNA GARLIN SPENCER

The article on moral education in this number is written by a woman who is giving her life to the introduction of moral training by scientific methods into the schools of the United States. Mrs. Anna Garlin Spencer, now an associate director of the School of Philanthropy, New York, has been connected with philanthropic enterprises for many

years. She has been a lecturer and preacher, and was associated with her husband, Rev. William H. Spencer, in ministerial work at Haverhill, Mass., Florence, Mass., and Troy, N. Y. Later she had a parish of her own in Providence, R. I. For several summers Mrs. Spencer has lectured to teachers at the University of Wisconsin upon the details of the incorporation of moral instruction in their daily work.



C. L. S. C. MOTTOES

"We study the Word and the Works of God,"
"Let us Keep Our Heavenly Father in the Midst."
"Never be Discouraged."



C. L. S. C. MEMORIAL DAYS

SPECIAL SUNDAY—May, second Sunday.	OPENING DAY—October 1.
INTERNATIONAL PEACE DAY—May 18.	BRYANT DAY—November 3.
SPECIAL SUNDAY—July, second Sunday.	SPECIAL SUNDAY—November, second Sunday.
INAUGURATION DAY—August, first Saturday after first Tuesday.	MILTON DAY—December 9.
ST. PAUL'S DAY—August, second Saturday after first Tuesday.	COLLEGE DAY—January, last Thursday.
RECOGNITION DAY—August, third Wednesday.	LANIER DAY—February 3.
	SPECIAL SUNDAY—February, second Sunday.
	LONGFELLOW DAY—February 27.
	SHAKESPEARE DAY—April 23.
	ADDISON DAY—May 1.



OUTLINE OF REQUIRED READINGS FOR NOVEMBER

FIRST WEEK—OCTOBER 29-NOVEMBER 5

"English and American Education and Culture" (Robinson, Chapters VII, VIII).

SECOND WEEK—NOVEMBER 5-12

"American and English Politics" (Robinson, Chapters IX, X, XI).

THIRD WEEK—NOVEMBER 12-19

"American and English Business Principles and Methods" (Robinson, Chapters XII, XIII, XIV).

"The Wars of Independence" (THE CHAUTAUQUAN, "Reading Journey through South America," II).

FOURTH WEEK—NOVEMBER 19-26

"Sports," "Review" (Robinson, Chapters XV, XVI).

"The American Purpose-Novel" (THE CHAUTAUQUAN, "As We See Ourselves," II).

"The Steam Engine and Its Influence" (THE CHAUTAUQUAN, "American Engineering," II).

SUGGESTIVE PROGRAMS FOR LOCAL CIRCLES

FIRST WEEK—OCTOBER 29-NOVEMBER 5

1. *Review* of chapters VII and VIII, "Twentieth Century American."
2. *Comparison* of the chapters on "Science" and "Literature" in Münsterberg's "The Americans" with the chapter on "Literature and Science" in "Discourses in America" by Matthew Arnold and with the chapter on "American Literature" in Wm. Archer's "America Today."
3. *Roll Call*. "Great American Educators."
4. *Summary* of chapter "The Universities and Colleges" in Bryce's "American Commonwealth" (1910).
5. *Book Review*. "The Other Americans," by A. Rühl.
6. *Recitations*. Poems of Discoverers. "The Skeleton in Armor," by Longfellow; "Santa Maria, well thou tremblest down the wave," from Sidney Lanier's "Psalm of the West"; "Ponce de Leon" by Edith Thomas; "Balboa" by Nora Perry; "With Cortez in Mexico," by W. W. Campbell; "Rapacious Spain followed her hero's triumphs o'er the main" from "The West Indies" by James Montgomery; "Verazzano," by Hezekiah Butterworth.

SECOND WEEK—NOVEMBER 5-12

1. *Roll Call*. "American and English Public Men of Today."
2. *Summary* of Section I, "Political Life," in "The Americans" by Münsterberg.
3. *Reading*. "Experiences of Three Amateur Policemen in a New York Election," by E. Poole in "The World Today," Jan., 1905, or "Election Night in New York," by W. Cains in "Harpers Weekly," Nov. 7, 1908.
4. *Review* of "The Party System," Vol. II, part III, Bryce's "American Commonwealth" (1910).
5. *Quiz*. "Duties of National Officers," (Bryce's "American Commonwealth," vol. I, part I, chapters vi, ix, x, xiii, xxii).
6. *Recitation*. "Ad Patriam," by Clinton Scollard.

THIRD WEEK—NOVEMBER 12-19

1. *Comparison* of chapters XII, XIII, XIV, "Twentieth Century American," with chapters V, VI, VIII, of Wells's "Future in America."
2. *Debate* "American vs. English Public Schools as Trainers of Citizens" (see "Readers' Guide to Periodical Literature" under "Education," sub-heads "England" and "United States")
3. *Book Review*. "Americans: an Impression," by A. Francis.
4. *Summary* of Reading Journey through South America, II, in this Magazine.
5. *Reading*. "What the People Read in South America" in *Review of Reviews* for March, 1906.
6. *Story* of the International Bureau of the American Republics (now the Pan-American Union) and its building in Washington, D. C. (See Bulletins of the International Bureau of the American Republics for May, 1910; Dedication Number).
7. *Summary* of Mrs. Spencer's article in this number.

FOURTH WEEK—NOVEMBER 19-26

1. *Paper*. "The Problem Novel from the Point of View of Art and from that of Usefulness."
2. *Roll Call*. "American Problem Novels."
3. *Two-Minute Talks* on the American game, baseball, the English game, cricket, the sports common to both countries, golf and polo.
4. *Reading* from "The Land of the Dollar," by G. W. Steevens.
5. *Talk*. "Applications of Steam in My Home and My Town."
6. *Book Review* of "A History of the Growth of the Steam Engine," by Robert H. Thurston.
7. *Reading*. "The Ship that Found Herself," by Rudyard Kipling.

TRAVEL CLUB

FIRST WEEK

1. *Talk*. "Spain, the Netherlands, France, and Portugal during the reign of Philip IV."
2. *Explanation* of the "Cause of the War of the Spanish Succession."
3. *Review*, with map, "The system adopted by Spain for the civil, ecclesiastical, and military government of her vast colonial empire in the new world" (VanDyke in this Magazine).
4. *Quis*. "Chief Facts of Portuguese History."
5. *Story*. "The Portuguese in Brazil" (Dawson's "South American Republics," Part I).
6. *Reading*. "Why North and South America are Different" in *Review of Reviews*, July, 1907.

SECOND WEEK

1. *Roll Call*. "Natural products of South America."
2. *Paper*. "Napoleon in the Spanish Peninsula."
3. *Five-Minute Biographies*, (a) Bolivar, (b) San Martin, (c) O'Higgins (Dawson's "South American Republics"; Clark's "Continent of Opportunity"; Encyclopedias; *Arena*, May, 1906).
4. *Story* of the International Bureau of the American Republics (now the Pan-American Union) and its building in Washington, D. C. (See Bulletin of the Bureau of the American Republics for May, 1910, Dedication Number).
5. *Reading*. "What the People Read in South America" in *Review of Reviews*, March, 1906.

THIRD WEEK

1. *Review*. "Emancipation of South America," *Review of Reviews*, July, 1909.
2. *Two-Minute Biographies* of Miranda, Santander, Paez, Sucre, La Serna, Cantarac.
3. *Summary* of "Notes of a Botanist on the Amazon and Andes," by R. Spruce.
4. *Talk*. "Missionary Work in South America" (Clark's "Continent of Opportunity"; "South America, the Continent of Neglected Opportunity" in *Missionary Review of the World*, January, 1909).
5. *Reading*. "The Dictator," by Richard Harding Davis.

FOURTH WEEK

1. *Map Talk*. "Venezuela, Colombia, Ecuador."
2. *Debate*. "Is a United States of South America Conceivable?"
3. *Book Review*. "Soldiers of Fortune," by Richard Harding Davis.
4. *Explanation*. "The Monroe Doctrine" (Hale's "The South Americans"; Pepper's "Panama to Patagonia"; Akers's "A History of South America").
5. *Reading*. "Women of Spanish-America" in *Canadian Magazine*, August, 1906.
6. *Recitation*. "The Spanish American Export Clerk" (in Rühl's "The Other Americans").



REVIEW AND SEARCH QUESTIONS ON NOVEMBER READINGS

AS WE SEE OURSELVES. CHAPTER II. THE NOVEL

1. What is the purpose of this article? 2. What aspects of factory life are described by the extracts from (a) Mrs. Wilkins-Freeman; (b) Mrs. Wharton; (c) Sinclair? 3. What is the growing attitude of Americans toward such evils? 4. Speak of the strike in fiction. 5. What form does slavery take today? 6. In what well-known novel is the railroad discussed? 7. How does the Stock Exchange figure in "The Pit"? 8. Speak of "A Certain Rich Man" as a character study, an interpretation, and a warning. 9. What novelists have been socialistic in tendency? 10. What is the attitude of "The Boss" toward vote buying? 11. What is discussed in "Mr. Crewe's Career"? 12. With whom lies the fault of the conditions described in the political novels? 13. What artistic necessities govern purpose novels? 14. What benefits have resulted from them?

READING JOURNEY IN SOUTH AMERICA, CHAPTER II. THE COLONIAL PERIOD AND WARS OF INDEPENDENCE

1. Describe the organization of Spain's territory in the New World. 2. From what colonial territorial divisions sprang the South American republics of today with the exception of Brazil? 3. What was the King's position toward Brazil? 5. What was the Spanish attitude toward commerce? 6. What was the attitude of the South American colonists toward the royal house of Spain? 7. What events were brought about by Napoleon's occupation of the Spanish Peninsula? 8. What was the feeling of the South American colonists toward Napoleon and what was the result? 9. What influenced the colonists to break with the mother country? 10. How was it done? 11. What two great leaders become prominent? 12. What were the events of the war? 13. What was Peru's part in it? 14. What was the end of San Martín's career? 15. Speak of Venezuela. 16. What was the final clash between the Royalists and the patriots? 17. What was the end of Bolívar's career? 18. Summarize the recapitulation. 19. "Is a United States of South America conceivable?"

AMERICAN ENGINEERING CHAPTER II. THE STEAM ENGINE

1. What developments have resulted from the use of the steam engine? 2. Explain how electricity is not a source

of power. 3. How extensive are the operations of electric companies in Boston and New York? 4. Why does electricity seem to be not an economic power for ship propulsion? 5. What was Bacon's prophecy? 6. When did the development of the steam engine begin? 7. What men were influential in its development? 8. What has been the nature of the advance since the end of the eighteenth century? 9. What are some of the uses of the stationary engine? 10. What are the chief differences between the stationary engine and the locomotive? 11. What was the usefulness of Fitch? Of Fulton? 12. What is the working of the walking-beam type of marine engine? 13. Of the screw-propeller type? 14. Of turbines? 15. Mention some of the adaptations of engines to use. 16. Give some description of the "Olympic." 17. Define the service of (a) boiler, (b) engine, (c) condenser, (d) feed pump, (e) piping.



SEARCH QUESTIONS ON READING FOR NOVEMBER

1. Of what was Charles V. emperor? When did he become King of Spain? 2. At what time did the royal family of Portugal go to Brazil?

1. What was James Watt's connection with the University of Glasgow? 2. What useful invention usually attributed to another person, is claimed for George Stephenson?

ANSWERS TO SEARCH QUESTIONS ON OCTOBER READINGS

1. Isabella, on the northern coast of Haiti was founded by Christopher Columbus in December, 1493. 2. Point Gallinas in Colombia in the north and Cape Froward in the Strait of Magellan in the south.

1. High-level Bridge, Newcastle-on-Tyne; Tubular Bridge over Menai Straits; Cantilever Bridge over the Firth of Forth; Brooklyn Bridge; St. Louis Bridge. 2. Eads; Roebling.



NEWS FROM READERS AND CIRCLES

"The C. L. S. C. of Urbana, Illinois, is a model of enthusiasm," said Pendragon. "Last year there were thirty-five graduates who wore caps and gowns, and beechleaves imported from Ohio, and yelled with fervor 'Going!—Going!—Going! Who? What? When? Halley's comet and the Class of 1910.'" "I was there," said a delegate, and it was great to see those women—some of them are grandmothers—taking such an active part. Everybody felt young and happy." "Chautauqua work has that effect on everybody," said Pendragon. "It wakes you up and keeps you alert and you don't have time to think about growing old." "That's the way we Lookout Mountain people feel about it," said the Chattanooga. "We work faithfully and get all we can out of our books and we find that we get so much fun out of it that we are far from being 'dull boys.'" "Everyone is exceedingly enthusiastic," said a Western member, "and when one considers that we are only a small number of ladies

on an Indian Reservation, I think we are to be congratulated. We are applying for membership in the State Federation."

"Do you remember the account that we had recently from Arriola, Colorado?" asked Pendragon. "I wrote to the circle there and asked for a picture of their library building, and I know you will be interested in hearing the charming letter that I received in answer to my request."

"I had a good laugh over the idea of sending you a picture of the 'Arriola Public Library!' We have a library in one important sense of the word—we have some books—but as for a library building that is still in the future. Maybe I didn't tell you that we are a farming community and Arriola town has less than a dozen buildings. We are only just emerging from the earlier stages of pioneerhood—if I may pen such a word. Our county is less than thirty years of age and all of our class younger than that were born here. The rest of us have hardly got through saying 'back home,' when we refer to Iowa, Illinois, or New York or Pennsylvania, as the case may be.

"We have to manufacture our own amusements and sometimes we give a play, sometimes a social and now the younger ones are planning to give a dance, all for the benefit of the library fund. There is such a hunger for good and interesting reading matter that we have, so far, spent our money for nothing else except book shelving. One of our C. L. S. C. ladies houses the books in her sitting room and gives her services as librarian free. You see it is the day of small things with us. Some day we hope to see a noble granite building with many rooms and all furnished with books, maps, pictures, everything to call our community up among the things that are really worth while.

"Years ago, when we were fewer than we are now, we gave plays, dances, etc., and bought supplies for our school house. Lamps, a large dictionary, and an organ were part of the things we thus procured and had lots of fun doing it.

"We think our neighborhood is rather fine for a rural district. Our Ladies' Aid has a literary day once a month and during the past year we have thus studied about various authors. Tennyson, Browning, George Eliot, Julia Ward Howe, and Mark Twain are some of them. We all take a great deal of interest in politics. In our C. L. S. C. class are Democrats, Republicans, one Prohibitionist, and one Socialist, myself."

"There's nothing like a small community for stirring people up to originate amusements," said another delegate, "and when they are connected with some serious object they seem to have extra interest. By the way," he went on, taking a paper from his pocket, "I want to read you some extracts from letters of graduates who belong to the Guild of the Seven Seals." "Have they a letter circle?" "An active one,

and if any of you belong to the Guild and want to join the circle, send your names to the Secretary, Miss Una B. Jones of Stittville, New York, and she will put you on the list." "That is a splendid idea. Let us hear the extracts." And the delegate read:

"Though a stranger among you, Chautauqua is a bond that overcomes distance, as well as other differences and gives us a fellow feeling, at least in this particular, that our interest in study is one."

"As I give thanks for my mercies I shall include among them this dear companionship."

"How it cheers the heart of an '82' to get such cheery letters from her young sisters."

"In reading your letters I find I must keep busy in my reading, if I wish to keep you all in sight, and I surely do not wish to lose such good company."

"I believe that I've made a discovery," said the delegate from Lineville, Iowa. "I think the editor of the *Kansas City Star* must read the C. L. S. C., for we find the most timely articles on our lessons—so many that it cannot 'just happen.' All winter the articles have fitted in so nicely with our lessons—"Pepys's Diary" for instance, just as we were studying it. The *Star* is a great paper." "And you are something of a Sherlock Holmes," remarked Pendragon.



C. L. S. C. Class Directory

CLASS OF 1915—"JANE ADDAMS"

Motto: (under consideration). Emblem: The American Laurel.
 President, Prof. A. W. Gilbert, Cornell University, Ithaca, N. Y.
 Vice-presidents, Mrs. L. L. Sheldon, Norfolk, Va.; Rev. George G. Mills, Watertown, Mass.; Miss Elifare Muse, Albany, Ga.; Rev. C. Silvester Horne, London, England; Miss Grace B. Drake, Cleveland, O.; Mr. Elven J. Bengough, Toronto, Ont.; Mr. J. M. King, South Pasadena, Cal.; Mrs. Shirley M. English, Dallas, Tex.; Miss Ada Van Stone Harris, Richmond, Va.; Miss Mabel C. Bragg, Braggville, Mass.; Mrs. Percy H. Boynton, Chicago; Mrs. George T. Guernsey, Jr., Independence, Kans.
 Secretary, Miss Eliza Altsheier, 1218 Second St., Louisville, Ky.
 Treasurer, Mr. A. E. Skinner, Westfield, N. Y.
 Trustee, Mrs. F. L. Gill, Flushing, N. Y.

CLASS OF 1914—"DICKENS"

Motto: "The voice of Time cries to man 'Advance.'" Emblem: Wild Rose. Color: Eton Blue.
 President, Mrs. Mabel S. C. Smith, 23 Union Sq., New York City.
 First Vice-president, Mrs. Harry Wilson, Clarion, Pa.
 Second Vice-president, Mrs. G. C. Ashton Jonson, Batts Corner, Farnham, Surrey, England.
 Third Vice-president, Miss Julia M. Elwin, Merrimacport, Mass.
 Fourth Vice-president, Mr. H. E. Cogswell, Indiana, Pa.
 Fifth Vice-president, Mrs. A. M. Palmer, Paris, Ill.
 Secretary, Mrs. H. A. Deardourff, Jamestown, N. Y.
 Treasurer, Dr. N. J. Lenne, Columbia University, New York City.
 Trustee, Mr. E. Allard Compton, Stephenville, Texas.

CLASS OF 1913—"ATHENS"

Motto: "Self reverence, self knowledge, self control. These three alone lead life to sovereign power." Emblem: Owl.
 President, Rev. W. E. Howard, 3323 Ward St., Pittsburg, Pa.
 First Vice-president, Mrs. J. D. Wilkinson, Shreveport, La.
 Second Vice-president, Mr. G. G. Spitzer, Owosso, Mich.
 Third Vice-president, Miss M. Brinkerhoff, Barnard, N. Y.
 Fourth Vice-president, Prof. F. C. Lockwood, Meadville, Pa.
 Fifth Vice-president, Mrs. L. B. Cushman, North East, Pa.
 Sixth Vice-president, Miss Florence E. Buek, Birmingham, Ala.
 Honorary Vice-presidents, Mrs. W. L. Callahan, Japan; Mrs. Chas. F. Jeff, Central America; Rev. Charles C. Walker, Siam.
 Secretary, Miss Grace R. Cooper, Chautauqua, N. Y.
 Treasurer and Trustee, Rev. W. E. McKnight, West Grove, Pa.

CLASS OF 1912—"SHAKESPEARE"

Motto: "To thine own self be true." Emblem: Eglantine.
 President, Mr. Victor E. Rhodes, 5812 Cates Ave., St. Louis, Mo.
 First Vice-president, Rev. A. E. Lavell, Norwich, Ontario, Canada.
 Second Vice-president, Mrs. J. E. Robinson, Oil City, Pa.
 Third Vice-president, Mr. S. F. Clark, Freeport, Pa.
 Fourth Vice-president, Mrs. W. O. Fuellhard, Endeavor, Pa.
 Treasurer, Mrs. Mary B. Thompson, 5843 Plymouth Avenue, St. Louis, Mo.
 Secretary, Miss Annette G. Hampsher, 5335 Prairie Ave., Chicago, Ill.
 Trustee, Rev. A. E. Lavell, Norwich, Ontario, Canada.

CLASS OF 1911—"LONGFELLOW"

Motto: "Act, act in the living present." Emblem: The young Hiawatha.
 President, Miss Mary E. Merington, 535 Massachusetts Ave., Buffalo, N.Y.
 First Vice-president, Mr. John Graham Brooks, Cambridge, Mass.
 Second Vice-president, Prof. L. L. Campbell, Simmons College, Boston, Mass.
 Third Vice-president, Miss Sara E. Martin, Berwyn, Pa.
 Fourth Vice-president, Mrs. R. L. Hutchinson, Huntington, W. Va.
 Fifth Vice-president, Mrs. L. M. Chattin, Temple, Texas.
 Secretary-Treasurer, Mrs. Margaret Jackman, 99 Park Ave., Utica, N. Y.
 Trustee, Miss Phoebe Elliott, Savannah, Ga.

C. L. S. C. Class Directory

CLASS OF 1910—"GLADSTONE"

Motto: "Life is a great and noble calling." Emblem: The Beech.
 President, Mr. Arthur E. Bestor, Chicago.

First Vice-president, Miss Nannie Stockett, 201 Prince George St., Annapolis, Md.

Second Vice-president, Mr. E. H. Blichfeldt, Chautauqua, N. Y.

Third Vice-president, Mrs. Clifford Lanier, Montgomery, Ala.

Fourth Vice-president, Miss G. Emily Reynolds, New York.

Fifth Vice-president, Miss Mary E. Downey, Columbus, O.

Sixth Vice-president, Mrs. Mary C. Schulze, New York.

Seventh Vice-president, Mr. John T. Rowley, East Cleveland, O.

Eighth Vice-president, Dr. Adelia Barber, New York.

Ninth Vice-president, Mrs. Rose Henry, New York.

Tenth Vice-president, Mrs. Joseph Barkman, Staunton, Va.

Eleventh Vice-president, Mrs. Cornelia M. Arnold, 12 Booth St., Ashtabula, O.

Secretary, Mr. James Bird, Marietta, Ohio.

Treasurer, Mr. J. J. McWilliams, 11500 Euclid Ave., Cleveland, O.

Trustee, Mr. J. B. Winters, Logansport, Ind.

Custodian of the Banner, Mrs. Fred Beckwith, Akron, O.

CLASS OF 1909—"DANTE"

Motto: "On and fear not." Emblem: The Grape Vine.

President, Rev. William Channing Brown, Littleton, Mass.

First Vice-president, Mrs. B. A. Allen, Washington, D. C.

Second Vice-president, Mrs. Thomas R. Hill, Philadelphia, Pa.

Third Vice-president, Miss Leonora Cox, Bermuda Island.

Fourth Vice-president, Mrs. E. M. Clamson, Tarpon Springs, Fla.

Fifth Vice-president, Mrs. S. A. Peavey, Great Valley, N. Y.

Sixth Vice-president, Mr. John L. Wheat, Louisville, Ky.

Seventh Vice-president, Miss Adel E. Brewer, Stockbridge, Mass.

Eighth Vice-president, Mrs. L. J. Hunter, New York City.

Ninth Vice-president, Mrs. E. W. Allen, Fostoria, O.

Tenth Vice-president, Mrs. Anna Dustin, Pittsfield, Ill.

Eleventh Vice-president, Miss Carolyn Tufts, Cedar Rapids, Ia.

Twelfth Vice-president, Miss Emma Blair, Pacific Coast.

Thirteenth Vice-president, Mrs. Waldron Newburn, Tenn.

Secretary, Mrs. L. L. Ottaway, Westfield, N. Y.

Treasurer and Trustee, Mr. C. B. Cover, Johnstown, Pa.

Honorary Members, Mrs. Bertha Kunz Baker, New York; Miss Emily M. Bishop, New York; Mrs. Clara Z. Moore, New York.

CLASS OF 1908—"TENNYSON"

Motto: "To strive, to seek, to find, and not to yield." Emblem: The Red Rose.

Honorary President, Prof. S. C. Schmucker, West Chester, Pa.

President, Miss Una B. Jones, Stittville, N. Y.

Vice presidents, H. P. Hartley, Beaver, Pa.; Fannie E. Curtis, East Orange, N. J.; Mrs. Alice L. Holmes, Beaver, Pa.; Mrs. M. M. T. Runnels, Nipomo, Cal.; Mrs. Clara Byington, Lockport, N. Y.; Mrs. Olive Arms Valenzuela, Concepcion, Chili.

Secretary and Treasurer, Miss Sarah E. Ford, 169 Court St., Binghamton, N. Y.

Trustee, Rev. S. T. Willis, L.L. D., New York City.

CLASS OF 1907—"GEORGE WASHINGTON"

Motto: "The aim of education is character." Emblem: The Scarlet Salvia.

President, Rev. Charles A. Clark, D. D., Punxsutawney, Pa.

First Vice-president, Mrs. George W. Coblenz, Clarion, Pa.

Second Vice-president, Miss Rannie Webster, Oil City, Pa.

Third Vice-president, Mrs. J. C. B. Stivers, Cleveland, Ohio.

Fourth Vice-president, Mrs. C. E. Smith, Franklin, Pa.

Fifth Vice-president, Mrs. P. A. Shackelford, Paris, Ky.

Secretary and Treasurer, Mrs. A. H. Marvin, 1490 Cohasset Ave., Cleveland Ohio.

Trustee, Mrs. George W. Coblenz, Clarion, Pa.

CLASS OF 1906—"JOHN RUSKIN"

Motto: "To love light and seek knowledge must be always right." Emblem: The Lily.

Honorary President, Bishop W. F. Oldham, India.

President, Mrs. Theodore Hall, Ashtabula, Ohio.

First Vice-president, Mr. C. B. LePace, Stamford, Conn.
 Second Vice-president, Mr. J. H. Windsor, Brocton, N. Y.
 Third Vice-president, Mr. Allen Frechafer, Dayton, Ohio.
 Fourth Vice-president, Mrs. C. H. Russell, Toledo, Ohio.
 Secretary, Treasurer and Trustee, Miss Irena I. F. Roach, Mechanicsville, N. Y. R. F. D. 3.
 Honorary Member, Edward Howard Griggs, Spuyten Duyvil, N. Y.

CLASS OF 1905—"THE COSMOPOLITANS"

Motto: "A man's reach should exceed his grasp." Emblem: The Cosmos.
 Class Poet: Robert Browning.
 Honorary Member, Mr. Edward Howard Griggs, Spuyten Duyvil, N. Y.
 President, Dr. James A. Babbitt, Haverford, Pa.
 Vice-president, Mrs. Evelyn Snead Barnett, Louisville, Ky.
 Secretary and Treasurer, Miss Eleanor McCready, 167 Highland Ave., Buffalo, N. Y.

CLASS OF 1904—"LEWIS MILLER"

Motto: "The horizon widens as we climb." Emblem: The Clematis.
 President, Rev. J. M. Howard, D. D., Waynesburg, Pa.
 Vice-president at Large, Mrs. Helen M. Bullock, Elmira, N. Y.
 Vice-presidents, Mr. Francis Wilson, New York City; Mr. I. O. Race, Louisville, Ky.; Mrs. Hortense P. Burke, Philadelphia, Pa.; Mrs. Louise C. McCullough, California; Mr. Harry L. Markell, Saginaw, Michigan; Mrs. Katherine Hopkins Chapman, Selma, Alabama; Mrs. M. H. Cozens, Cleveland, Ohio; Miss Louise Nicholson, Arcola, Ill.; Mr. Scott Brown, South Bend, Ind.; Mrs. M. K. Walker, Meadville, Pa.; Mrs. E. I. Veirs, Urbana, Ill.
 Secretary, Miss Jennie S. Laqueer, Classen Ave., Brooklyn, N. Y.
 Treasurer, Miss Susie Parker, Brooklyn, N. Y.

CLASS OF 1903—"QUARTER CENTURY"

Motto: "What is excellent is permanent." Emblem: The Cornflower.
 Honorary President, Mrs. Alice M. Hemmenway, Providence, R. I.
 President, Mr. Frank Chapin Bray, 23 Union Square, New York City.
 First Vice-president, Mrs. J. H. Wheeler, Union City, Pa.
 Second Vice-president, Mrs. Martha C. Ford, Cleveland, Ohio.
 Third Vice-president, Mrs. A. D. Nicholson, Rochester, N. Y.
 Treasurer, Mr. J. W. Clark, New Castle, Pa.
 Secretary, Miss Ida M. Quimby, East Orange, N. J.

CLASS OF 1902—"THE ALTRURIANS"

Motto: "Not for self but for all." Emblem: Golden Glow.
 President, Mrs. Carlton Hillyer, Augusta, Ga.
 Vice-presidents, Dr. G. N. Luccock, Oak Park, Ill.; Dr. E. L. Warren, Louisville, Ky.; Miss H. M. Brown, St. Louis, Mo.; Mrs. O. P. Norton, Chicago, Ill.; Miss Mulletts, Norfolk, Neb.; Mrs. F. M. Keefe, Waltham, Mass.; Mrs. E. H. Baumgartner, Decatur, Tex.; Mrs. R. L. Thorne, Louisville, Ky.; Miss E. Kay, New York City.
 Secretary and Treasurer, Miss Julia E. Parker, Brooklyn, N. Y.
 Trustee, Mrs. Carlton Hillyer, Augusta, Ga.

CLASS OF 1901—"THE TWENTIETH CENTURY"

Motto: "Light, Love, Life." Emblem: The Palm.
 President, Dr. Wm. Seaman Bainbridge, 34 Gramercy Park, New York City.
 First Vice-president, Miss Mary C. Harrington, Griggsville, Ill.
 Second Vice-president, Mrs. M. W. Jamison, Warren, Pa.
 Third Vice-president, Mrs. Mary C. Cullum, Meadville, Pa.
 Fourth Vice-president, Mrs. Benjamin F. Veach, Warren, Ohio.
 Treasurer, Miss Clara Mathews, Brooklyn, N. Y.
 Secretary, Miss Carolyn A. Leech, Louisville, Ky.
 Trustee, Miss Margaret A. Hackley, Georgetown, Ky.

CLASS OF 1900—"THE NINETEENTH CENTURY"

Motto: "Faith in the God of Truth; hope for the unfolding centuries; charity toward all endeavor." "Licht, Liebe, Leben." Emblem: The Pine.
 President, Miss Mabel Campbell, 223 Willoughby Ave., Brooklyn, N. Y.
 Vice-presidents, Mrs. J. Preston Hall, Dunkirk, N. Y.; Mrs. Hannah I. Shur, El Paso, Ill.; Mrs. R. M. Brown, Shelbyville, Ky.; Mrs. Cornelia Truehart, Portsmouth, Ohio; Mrs. Eliza D. Ayres, Sturgis, Mich.
 Secretary, Treasurer and Trustee, Miss Ella V. Ricker, 700 Carrollton Ave., Baltimore, Md.

CLASS OF 1899—"THE PATRIOTS"

Motto: "Fidelity, Fraternity." Emblem: The Flag.
 President, Mrs. S. R. Strong, Chautauqua, New York.
 First Vice-president, Captain P. W. Bemis, Westfield, New York.
 Second Vice-president, Mrs. M. D. Barnard.
 Third Vice-president, Mrs. J. A. Prendergast, Chautauqua, New York.
 Treasurer, Mrs. J. V. Ritts, Butler, Pa.
 Secretary, Miss Willie Williams, 1517 Hayes St., Nashville, Tenn.
 Trustee, Captain J. A. Travis 1008 E. Capitol St., Washington, D. C.

CLASS OF 1898—"THE LANIERS"

Motto: "The humblest life that lives may be divine." Emblem: The Violet.
 President, Mrs. M. M. Findley, Franklin, Pa.
 First Vice-president, Mrs. E. S. Watrous, Brooklyn, N. Y.
 Second Vice-president, Mrs. R. P. Hopper, West Toronto, Canada.
 Third Vice-president, Miss Julia A. Wilmet, Cleveland, Ohio.
 Fourth Vice-president, Mrs. Isabella M. Hazeltine, Warren, Pa.
 Fifth Vice-president, Miss Ella Scofield, Warren, Pa.
 Secretary, Mrs. F. M. Nichols, Atlantic, Iowa.
 Treasurer and Trustee, Miss Fannie B. Collins, Grand View, Ohio.

CLASS OF 1897—"THE ROMANS"

Motto: "Veni, Vidi, Vici." Emblem: The Ivy.
 President, Mrs. Harriet M. Dunn, Brooklyn, Michigan.
 Vice-presidents, Miss Katherine E. Hoerr, 270 Fisk St., Pittsburg, Pa.;
 Miss Dora Swoboda, 722 24th St., Louisville, Ky.
 Secretary and Treasurer, Miss Mary Wallace Kimball, 420 West 119th St., New York City.

CLASS OF 1896—"THE TRUTH SEEKERS"

Motto: "Truth is eternal." Emblem: The Forget-me-not, The Greek Lamp.
 President, Mrs. Margaret A. Seaton, Cleveland, Ohio.
 Vice-presidents, Mrs. Cynthia A. Butler, Pittsfield, Ill.; Miss Sarah E. Briggs, New Haven, Conn.; Mrs. Frances Wood, Chautauqua, N. Y.; Mrs. C. E. Danforth, Brookline, Mass.; Miss Irene D. Galloway, Waxahachie, Texas;
 Mrs. Mary H. Ludlum, St. Louis, Mo.; Mrs. John D. Hamilton, Coraopolis, Pa.; Dr. George W. Peck, Buffalo, N. Y.; Mrs. C. M. Lemon, Bedford, Ind.
 Secretary and Treasurer, Miss Emily E. Birchard, 28 Penrose Ave., Cleveland, Ohio.

Trustee, Mr. John R. Connor, Chautauqua, N. Y.

CLASS OF 1895—"THE PATHFINDERS"

Motto: "The truth shall make you free." Emblem: The Nasturtium.
 President, Mrs. George P. Hukill, Franklin, Pa.
 First Vice-president, Mrs. Robert A. Miller, Ponce, Porto Rico.
 Second Vice-president, Miss Mary E. Miller, Akron, Ohio.
 Secretary, Miss Katherine Lawrence, Brooklyn, N. Y.
 Treasurer, Miss Frances Hazen, Chautauqua, N. Y.
 Assistant Treasurer, Miss Mary E. Collins, Grand View, Ohio.
 Honorary Member, Robert A. Miller, Jr., Ponce, Porto Rico.

CLASS OF 1894—"THE PHILOMATEANS"

Motto: "Ubi mel, ibi apes." Emblem: The Clover.
 President, Rev. A. C. Ellis, Oil City, Pa.
 Vice-presidents, Rev. J. B. Countryman, Rochester, N. Y.; Miss M. L. Monroe, Southport, Conn.; Mrs. J. W. Ralston, Chicago, Ill.; Mrs. J. M. Coble, Dallas, Tex.; Mr. James A. Moore, Allegheny, Pa.; Mrs. A. P. Clark, Zanesville, Ohio; Mrs. S. R. McClure, Braddock, Pa.
 Secretary and Treasurer, Miss Anna M. Thomson, Chautauqua, N. Y.
 Trustee, Mrs. A. P. Clark, Zanesville, Ohio.

CLASS OF 1893—"THE ATHENIANS"

Motto: "Study to be what you wish to seem." Emblem: The Acorn.
 President, Rev. M. D. Lichter, Harrisburg, Pa.
 Vice-presidents, Dr. George E. Vincent, Minneapolis, Minn.; Mrs. Mary B. Ashton, Hamilton, Ohio; Mr. Henry Levy, Jamaica, N. Y.; Mr. W. H. Conrod, Port Jervis, N. Y.; Mrs. Daniel Paull, Washington, D. C.; Mrs. H. C. Pharr, Berwick, La.; Mrs. T. H. Paden, New Concord, Ohio; Mrs. J. H. Roblee, St. Louis, Mo.; Mrs. John R. Richards, Syracuse, N. Y.; Miss Fannie B. Wilson, Chicago, Ill.; Miss C. M. Dickinson, New York City;
 Mrs. G. W. Seymour, Westfield, N. Y.
 Secretary, Prof. A. H. Paden, New Concord, O.
 Treasurer, Mrs. Julia H. Thayer, Sherman, N. Y.
 Trustee, Prof. T. H. Paden, New Concord, O.

CLASS OF 1892—"THE COLUMBIANS"

Motto: "Seek and ye shall find." Emblem: The Carnation.

- President, Mrs. Clara L. McCray, Bradford, Pa.
 First Vice-president, Mrs. Frank Beard, Brooklyn, N. Y.
 Second Vice-president, Miss Emeline Eaton, Southport, Conn.
 Third Vice-president, Mrs. Myra Conway, Washington, D. C.
 Fourth Vice-president, Mrs. Eloise L. Cotton, Springfield, Mo.
 District Vice-presidents, Mrs. Jessie L. Hurlbut, Newark, N. J.; Mrs. M. N. High, Pittsburg, Pa.; Miss Anne Kirtley, Marion, Ala.; Mrs. Louise M. Beardsley, Derby, Conn.; Miss Harriet A. Bowen, Fall River, Mass.
 Secretary and Treasurer, Mrs. Lillian B. Clark, Andover, N. Y.
 Trustee, Mr. W. J. Booth, Titusville, Pa.

CLASS OF 1891—"THE OLYMPIANS"

Motto: "So run that ye may obtain." Emblem: The Laurel and White Rose.

- President, Mrs. George Guernsey, Independence, Kans.
 First Vice-president, Mrs. George A. Goster, 1914 Sheridan Road, Evanston, Ill.
 Recording Secretary, Mrs. Lillian L. Hunter, Tidioute, Pa.
 Treasurer, Miss M. E. Daniels, New Britain, Conn.
 Trustee, Mrs. George Guernsey, Independence, Kansas.

CLASS OF 1890—"THE PIERIANS"

Motto: "Redeeming the time." Emblem: The Tuberose.

- President, Mr. Z. L. White, Columbus, Ohio.
 First Vice-president, Mrs. Emma G. Martin, Los Angeles, Cal.
 Second Vice-president, Mrs. H. B. Mulford, Haddonfield, N. Y.
 Third Vice-president, Mrs. E. T. Hopkins, Faust, N. Y.
 Fourth Vice-president, Rev. J. R. Morris, Homer City, Pa.
 Fifth Vice-president, Mrs. S. L. Fishburn, Pittsburg, Pa.
 Treasurer, Mrs. Z. L. White, Columbus, Ohio.
 Secretary, Miss Gertrude E. Resseguie, New York City.
 Custodian of Banner, Mrs. Charlotte Ward, Chautauqua, N. Y.
 Trustee, Mrs. P. M. Doty, Wellsville, N. Y.

CLASS OF 1888—"THE PLYMOUTH ROCK"

Motto: "Let us be seen by our deeds." Emblem: The Geranium.

- President, Rev. A. E. Dunning, D. D., Boston, Mass.
 Vice-presidents, Mrs. S. C. Johnson, Racine, Wis.; Rev. D. L. Martin, Corry, Pa.; Mrs. W. Selvage, New York City; Mr. Arthur D. Horton, Wellsville, Ohio; Thomas Bailey Lovell, LL. D., Niagara Falls, N. Y.; Mrs. C. P. Collins, Tulsa, Okla.
 Secretary, Miss Thankful M. Knight, Hancock, N. Y.
 Treasurer and Class Trustee, Mr. Russell L. Hall, New Canaan, Conn.
 Class Chronicler, Mrs. A. C. Teller, Pittsburg, Pa.

CLASS OF 1887—"THE PANSY"

Motto: "Neglect not the gift that is in thee." Emblem: The Pansy.

- President, Mr. H. E. Barrett, Syracuse, N. Y.
 First Vice-president, W. G. Lightfoote, Canandaigua, N. Y.
 Second Vice-president, Rev. G. R. Alden, Palo Alto, Cal.
 Third Vice-president, Mrs. Julia N. Berry, Titusville, Pa.
 Fourth Vice-president, Mrs. Clark Salmon, Kansas City, Mo.
 Fifth Vice-president, Miss L. A. Clapp, Chautauqua, N. Y.
 Canadian Vice-president, Mr. W. B. Wickham, Brantford, Ontario, Canada.
 Corresponding Secretary, Miss Cornelia Adele Teal, Newark, N. J.
 Assistant Corresponding Secretary, Miss Alice Bentley, Meadville, Pa.
 Treasurer, Miss Letitia Flocker, 408 Jarvella St., Pittsburg, Pa.
 Assistant Treasurer, Miss Janette E. Wright, Allegheny, Pa.
 Trustee, Mrs. S. C. Schrader, New York City.

CLASS OF 1886—"THE PROGRESSIVES"

Motto: "We study for light to bless with light." Emblem: The Astor.

- Honorary President, Mrs. Luella Knight, Chicago, Ill.
 President, Miss Sara M. Soule, Soule College, Dodge City, Kans.
 First Vice-president, Dr. George W. Gerwig, Allegheny, Pa.
 Second Vice-president, Mrs. A. T. Broomhall, Troy, Ohio.
 Third Vice-president, Dr. Eli H. Long, Buffalo, N. Y.
 Fourth Vice-president, Dr. Wm. A. Longnecker, Pittsburg, Pa.
 Fifth Vice-president, Mrs. Walter H. Widrig, Jamestown, N. Y.
 Secretary, Mrs. Mary V. Rowley, 44 Collamer Ave., East Cleveland, Ohio.
 Assistant Secretary, Miss Effie Danforth, Norwalk, Ohio.
 Treasurer, Mrs. J. A. Travis, 1008 Capitol St., Washington, D. C.
 Class Poet, Mrs. Emily Huntington Miller, Evanston, Ill.

CLASS OF 1885—"THE INVINCIBLES"

Motto: "Press on, reaching after those things which are before." Emblem: The Heliotrope.

President, Mrs. Charles Hinckley, Delhi, N. Y.
 Vice-president, Mrs. L. M. Ensign, Chautauqua, N. Y.
 Secretary and Treasurer, Mrs. T. J. Bentley, Springboro, Pa.

CLASS OF 1884—"THE IRREPRESSIBLES"

President, Rev. William D. Bridge, Orange, N. J.
 Vice-president Emeritus, Mrs. John D. Park, Covington, Ky.
 First Vice-president, Mrs. J. N. Bolard, Independence, Kansas.
 Second Vice-president, Hon. John W. Fairbanks, Boston, Mass.
 Third Vice-president, Miss Mary F. Hawley, Philadelphia, Pa.
 Recording Secretary, Mrs. Adelaide L. Westcott, Holley, N. Y.
 Corresponding Secretary, Mrs. Charles N. Graves, Narberth, Pa.
 Treasurer, Miss Mary E. Young, Delaware, Ohio.
 Trustee, Miss Sarah N. Graybiel, Buffalo, N. Y.

CLASS OF 1883—"THE VINCENTS"

Motto: "Step by step we gain the heights." Emblem: The Sweet Pea.

President, Mrs. Thomas Alexander, Franklin, Pa.
 Secretary, Miss Ann C. Hitchcock, Burton, Ohio.
 Treasurer, Miss M. J. Perrine, Chautauqua, N. Y.

CLASS OF 1882—"THE PIONEERS"

Motto: "From height to height." Emblem: The Hatchet.

President, Mrs. B. T. Vincent, Denver, Colorado.
 Vice-presidents, Dr. Jesse L. Hurlbut, Newark, N. J.; Mrs. M. Bailey, Jamestown, N. Y.; Mrs. James McCroskey, East Cleveland, Ohio; Mrs. L. D. Wetmore, Warren, Pa.; Miss Eudora Conolly, Selma, Ala.
 Secretary, Mary E. Wightman, 238 Main St., Pittsburg, Pa.
 Treasurer, Miss Loretta Armstrong, Chautauqua, N. Y.
 Trustee, Miss Loretta Armstrong, Mrs. Isabella Park, Miss Luella Beauchamp, Chautauqua, N. Y.; Mrs. John G. Allen, Rochester, N. Y.; Mrs. P. W. Bemis, Westfield, N. Y.

GRADUATE ORDERS

THE SOCIETY OF THE HALL IN THE GROVE

Honorary President, Chancellor John H. Vincent, Chicago, Ill.
 President, Dr. Jesse L. Hurlbut, Newark, N. J.
 Vice-presidents, the Presidents of the C. L. S. C. Graduate Classes.
 Secretary, Dr. Charles A. Clark, Punxsutawney, Pa.
 Advisory Board, Dr. George E. Vincent, Miss Kate F. Kimball, Arthur E. Bestor, Frank Chapin Bray.
 Directors, Mr. W. H. Scott, Mrs. M. L. Ensign, Mr. J. R. Connor, Mrs. A. C. Teller, Rev. S. H. Day, Miss Ella V. Ricker, Mrs. C. H. Russell, Mr. John L. Wheat.

THE ORDER OF THE WHITE SEAL

President, Miss Effie Danforth, Norwalk, Ohio.
 Vice-president, Mrs. Ella M. Warren, Minneapolis, Minn.
 Secretary, Mrs. E. M. Woodworth, Elgin, Ill.

THE LEAGUE OF THE ROUND TABLE

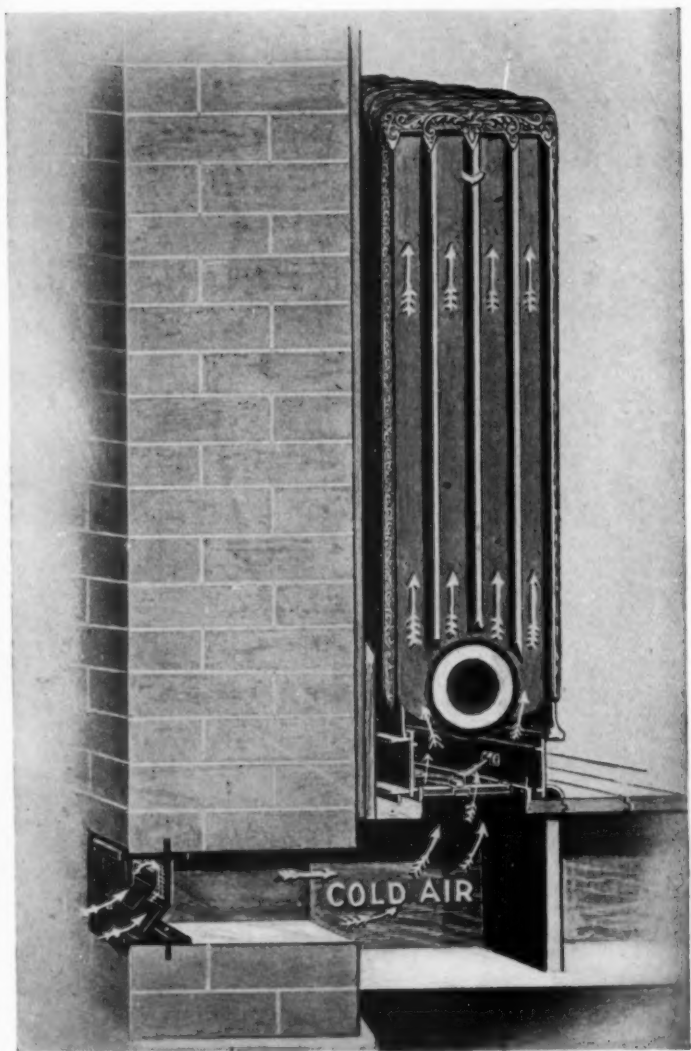
President, Mrs. A. H. Chance, Vineland, N. Y.
 First Vice-president, Miss R. W. Brown, Brooklyn, N. Y.
 Second Vice-president, Mrs. C. T. Hard, East Liverpool, Ohio.
 Executive Committee, Miss M. C. Hyde, Friendship, N. Y.; Miss C. E. Whaley, Pomeroy, Ohio; Miss Mary W. Kimball, 420 West 119th St., New York City.

OFFICERS OF GUILD OF SEVEN SEALS

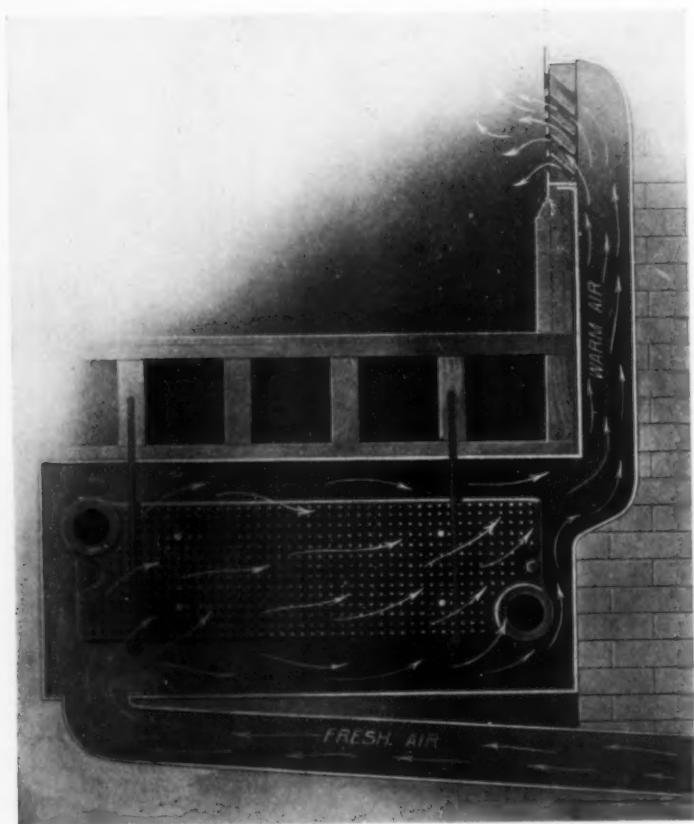
President, Mrs. R. B. Burrows, Andover, N. Y.
 First Vice-president, Miss M. E. Landfear, New Haven, Conn.
 Second Vice-president, Mrs. T. B. Hoover, Oil City, Pa.
 Secretary, Miss Una B. Jones, Stittville, N. Y.
 Assistant Secretary, Miss Loretta Armstrong, Chautauqua, N. Y.
 Treasurer, Miss Evelyn C. Dewey, 146 East 36th St., New York City.
 Executive Committee, Mrs. Teller, Miss Quimby, Mrs. Bemis.

ALUMNI HALL ASSOCIATION

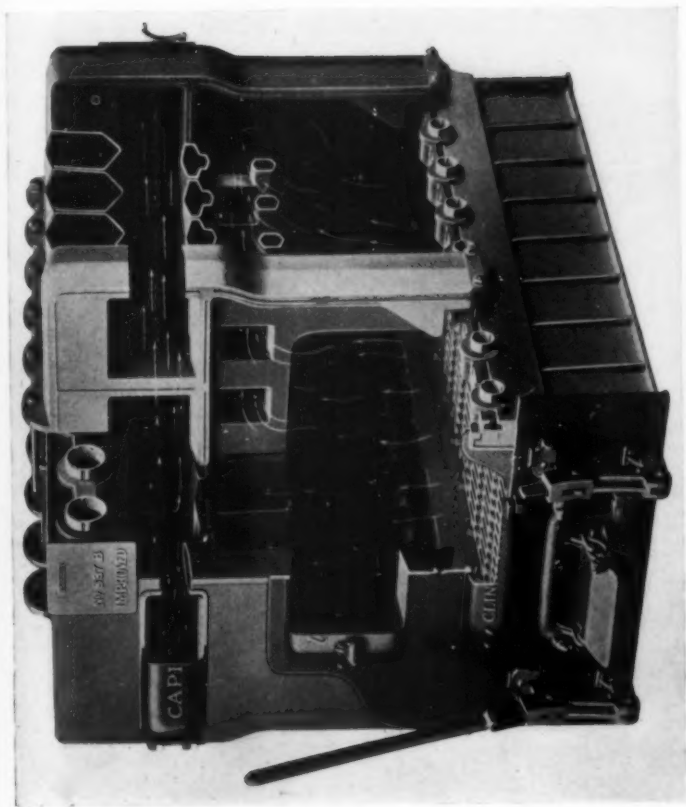
President, Dr. George W. Gerwig, Allegheny, Pa.
 Vice-presidents, Russell L. Hall, New Canaan, Conn.; John R. Connor, Chautauqua, N. Y.
 Secretary-Treasurer, Miss Irena I. F. Roach, R. F. D. No. 3, Mechanicsville, N. Y.
 Building Committee, John R. Connor, Chautauqua, N. Y.; Dr. J. M. Howard, Waynesburg, Pa.



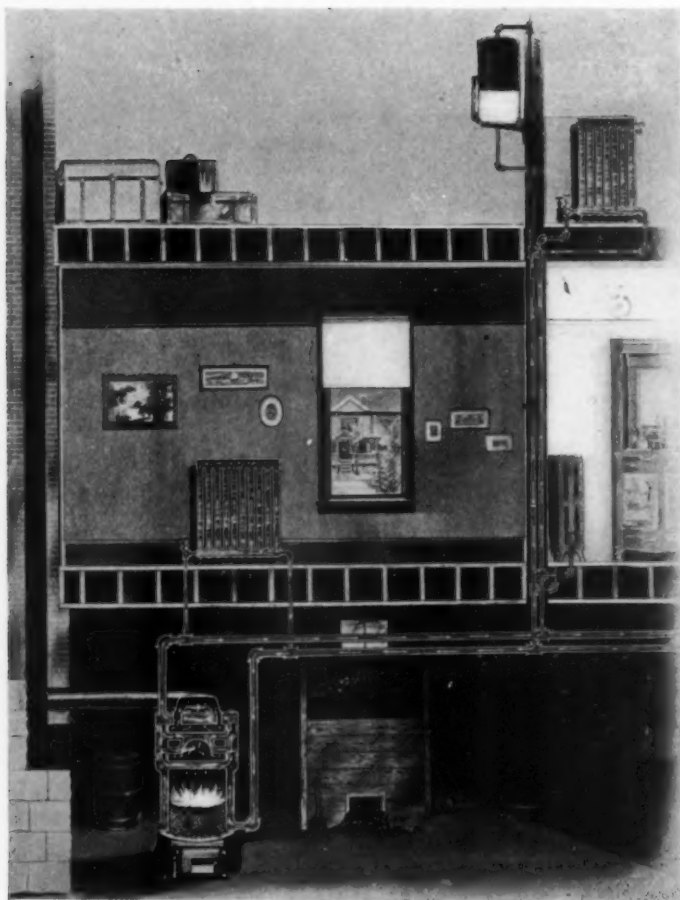
Direct—Indirect Hot-water Radiator ("American Engineering")



United States Indirect Radiator ("American Engineering")



Capitol Sectional Hot-water Heater for Large Residences
(*"American Engineering"*)



Hot-water Heating System
Showing American Radiator Company Hot-water heater, piping,
radiators, expansion tank, etc. (*"American Engineering"*)